

South Dakota Reading Content Standards

INTRODUCTION/OVERVIEW

PREFACE

All South Dakotans are eager to ensure that graduates of South Dakota's public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

In 1997, the South Dakota State Legislature passed SB170 that amended South Dakota Codified Law 13-3-48 to address the issue of challenging state content standards. The adopted amendment reads as follows: "The secretary of the Department of Education and Cultural Affairs shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for grades one through twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards."

With input from students, parents, teachers, and communities of South Dakota, the Standards Committee was charged with revision of the current South Dakota Content Standards and Performance Descriptors. The final document evolved from recent research in best practices in the teaching of reading, such as the balanced literacy approach and the **No Child Left Behind** legislation, experience in classrooms with the existing South Dakota Content Standards, the evolution of published standards from other states, numerous professional publications, and lengthy discussions by experienced K-16 South Dakota teachers.

In these standards, the content that students need to acquire at each grade level, K-12, is stated explicitly. With student mastery of this content, South Dakota schools will be on a par with those in the best educational systems in other states and nations. The standards are comprehensive and specific, they are rigorous, and they represent our commitment to excellence. The standards are firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

THE PURPOSE OF THE SOUTH DAKOTA STANDARDS DOCUMENT

The South Dakota standards provide a listing of essential, core content to be taught and learned, and are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade, while the performance descriptors are meant to provide information to teachers and students at particular levels, giving them specific targets for instruction and learning. The document presents a starting point for formed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this education dialogue will be strengthened and enhanced.

FORMAT OF THE STANDARDS DOCUMENT

Standards

The standards are the targets that all students need to meet at the proficient level by the end of each grade level. They are organized by grade so that a student, parent, classroom teacher, administrator, or local school board member can quickly review what learning is expected at each specific grade. The Bloom's Taxonomy level of cognitive challenge is listed in the standards document to make clear the level at which each standard should be assessed. At grades 9-12, some schools teach certain skills at different grades than those listed in these standards, for example, speech. However, all standards in each grade level need to be met at the proficient level by the time students are tested on the state level.

The standards are also provided in a second format across grade levels so that the alignment of standards from grade to grade is immediately apparent. This document contains content goals, indicators, grade level standards, and performance descriptors. Each has a role in shaping the expected outcomes for South Dakota students.

- **Goals and indicators** represent expected outcomes for students graduating from South Dakota schools.
- **Grade level content standards** represent expected outcomes for students completing each grade level.
- **Supporting skills** represent enabling and pre-requisite skills that students may need to be taught in order to achieve the standards.
- **Examples** represent some possible materials, activities, or subskills that classroom instructors could use in teaching the standards.

Performance Descriptors

The performance descriptors are organized into proficiency levels. These proficiency levels describe how a student at that level would be expected to perform the grade level standards. To identify increasing proficiency in reading, the levels are labeled as follows:

- **Advanced:** A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency.
- **Proficient:** A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.
- **Basic:** A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade level standards.

A student performing below the basic level is unable to perform the content standards for the grade. Therefore, no description is provided for this performance level.

ADDITIONAL RESOURCES

This document uses appropriate English language arts terminology, so a reader may occasionally encounter an unfamiliar term. In order to assist the reader with terminology used in this document, a **glossary** has been written with specific definitions to clarify intended meaning.

A resource list is provided in the appendix as a sampling of possible information sources for teachers to use. Because new resources are constantly becoming available, this list is in no way intended to be an exhaustive or specified list of the resources teachers will use. The reader is also cautioned that electronic media sites often change addresses. Use of a search engine is sometimes required to locate the resources when addresses change.

A MESSAGE TO TEACHERS WHO WILL USE THE DOCUMENT

The content standards revision committee was made up of a group of K-16 teachers who pooled their thoughts and experiences to provide a starting place for reaching our goal: each student mastering each standard to at least the proficient level.

A set of standards is simply a place to begin—they lay the foundation for measurable, consistent, high-level student learning; however, teachers must consider their individual students and select the methods that will work best for their classrooms. It is our hope that these ideas will help our fellow teachers create interesting and challenging lessons. We trust our colleagues and do not wish this document to appear proscriptive.

Clearly, there is more to teaching and learning than these standards. Adjustments will need to be made for those students who exceed the standards, and for those who cannot easily meet them. Use these standards as a starting point to create an environment where students can learn to live and thrive in a constantly changing, increasingly complex world.

IMPORTANT NOTE TO TEACHERS: Not every supporting skill presented in this document needs to be taught in order for students to master that standard. This is also true for the examples listed in this document. Supporting skills and examples are provided only to illustrate the standard, and are not designed as requirements to be taught.

A MESSAGE TO PARENTS

Parental support of a child's learning is absolutely critical, not only academically, but especially emotionally. Parents' and teachers' words or actions affect a child emotionally and either hinder or support the development of that child's mind.

Provide your student a safe, supportive learning environment, set reasonable expectations, and praise achievements. Read and write to and with your student; wonder about and question the text; celebrate and enjoy literacy together.

Recognize that this document is designed as a foundation guide for schools in the planning of Language Arts curriculum from kindergarten through twelfth grade. A close look demonstrates that, at every grade level, students apply similar language skills and concepts as they use increasingly more complex materials to build upon and refine their knowledge, gaining sophistication and independence as they grow. As does any profession, the instruction of Language Arts requires the use of terminology specific to this craft. Rather than add cumbersome definitions to the text, an extensive glossary is included to clarify terminology as needed.

CONCLUSION - A VISION FOR READING IN SOUTH DAKOTA

The South Dakota Reading Standards address the skills that are fundamental to all other learning. Today's rapidly changing world demands that students possess the reading skills to become discriminating consumers, effective users of information, and lifelong learners. They must be able to read not only for practical, work-related understanding, but also to better understand history and culture, and to prepare themselves intellectually for the demands of the future. The ultimate purpose of these standards is to ensure that all students have the knowledge and skills necessary to be successful in the technological, globally competitive world of the twenty-first century.

Reading Goals and Indicators

The following principles are philosophical statements that underlie every strand and standard of this content standard document. They should guide the construction and evaluation of this reading curriculum.

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

All readers decode or sound out words using knowledge of letter sounds, word parts, and word origins to understand written text. To do this requires the reader to use a variety of word-solving strategies. However, the ability to decode in itself does not guarantee comprehension of text. Recent research has provided teachers with guidance and tools to offer students instruction in strategies for comprehending. These strategies include monitoring for meaning, making connections, asking questions, using sensory images, determining importance, making inferences, and synthesizing.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Reading various genres of literature helps students learn skills of interpretation and critical response. To facilitate this interpretation and response, students analyze and evaluate text structures, literary elements as they contribute to the whole of the piece of literature, and how literary devices affect the message. The identification and analysis of how authors use these concepts make it possible for students to think more critically, to respond in more complex ways, to reflect on meaning, and to compare various texts.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Literature is a record of culture and human experiences that puts us in touch with our humanity. By reading and responding to historically or culturally significant works of literature, students clarify ideas and connect them to other literary works. It is through this exploration that students understand the human condition and ultimately can better understand themselves as human beings. As students validate or reconsider personal interpretations, they also realize the interconnectedness of the cultures of mankind throughout history.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Students gather information from electronic reference sources, newspapers, magazines, journals, books and other non-fiction sources. Students synthesize by combining new information with existing knowledge to form original ideas or interpretations. Students evaluate the appropriateness and validity of the sources they find. Use of textual features and graphic features is essential. All of these concepts help to extend students' control in reading and writing informational text.

Kindergarten Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • name all upper and lower case letters and identify the representative sound; • recognize how changing the first letter of a word changes the sound and meaning of a word (for example: can/man); • identify rhyming words and repeated phrases in various texts (for example: poems, songs).
(Comprehend)	<p>K.R.1.2 Students are able to comprehend and respond to text read aloud. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • connect personal experience to information found in text (for example: pictures, illustrations, personal knowledge); • make predictions about events in a story (for example: before, during, and after reading); • retell a familiar story; • ask and answer questions about a text.
(Application)	<p>K.R.1.3 Students are able to demonstrate knowledge of print structures found in books, signs, and other familiar uses of text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use print structures such as front cover, back cover, title page; • differentiate letters from words; • track print left to right, top to bottom; • turn pages; • recognize environmental print (for example: McDonald's, stop sign).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>K.R.2.1 Students are able to retell familiar stories using beginning, middle, and end.</p>

Kindergarten Reading
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.R.3.1 Students are able to recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify the characteristics of a variety of simple genres (for example: fairy tales, poems from a variety of cultures); note similarities and differences found in various stories and poems.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.R.4.1 Students are able to locate printed material that provides information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify print materials that provide information (for example: labels, bulletin boards, calendar, environmental signs, big books).
(Knowledge)	K.R.4.2 Students are able to distinguish between “make believe” and “real” in print materials.

**Kindergarten Reading
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none"> • recognize letters and sounds with accuracy when reading text; • comprehend and respond to various kinds of text; • give examples of characters, settings, and key events; • compare literature from a variety of cultures; • give examples of printed material that provides information.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none"> • relate letters to sounds and identify patterns in words and phrases; • comprehend and respond to text read aloud; • demonstrate knowledge of print structure; • retell familiar stories using beginning, middle, and end; • identify and describe characters, settings, and key events; • recognize patterns of rhyming words; • recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations; • locate printed material that provides information; • distinguish between “make believe” and “real” in print.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none"> • identify the relationship between spoken and written work; • respond to text read aloud; • identify print features; • identify familiar stories; • locate some printed material that provides information.

First Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.R.1.1 Students are able to use knowledge of letters and sounds to read text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> blend beginning, middle, and ending sounds to form words while reading; use long and short vowels; identify word families such as onsets and rimes (for example: at, bat, cat); use consonant digraphs (for example: sh, th, ch, ck, wh); use initial and final consonant blends (for example: initial br-, cr-, cl-, st-; final -mp, -nd, -sk, -st); separate and blend sounds to read words (chunking).
(Application)	<p>1.R.1.2 Students are able to read orally with accuracy, fluency, and comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> make self-corrections while reading (for example: Does it look right? Does it sound right? Does it make sense?); read with expression (for example: pace, inflection, emphasis, end punctuation; different kinds of print such as bold, italics); use comprehension strategies with guided instruction—may include prior knowledge, visualization, questioning (for example: text-to-self, text-to-text); read a core set of high-frequency words (for example: where, there, that, but, blue, green).

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>1.R.2.1 Students are able to locate major structures in text to form an understanding of stories and other materials. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify the text structures of description and sequencing (for example: <i>If You Give A Mouse A Cookie</i>, <i>The Gingerbread Baby</i>).
(Application)	<p>1.R.2.2 Students are able to use major literary elements in text to form an understanding of stories and other materials. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> retell stories, using character and events, with a beginning, middle, and end; identify the problem or central idea in a story.
(Knowledge)	<p>1.R.2.3 Students are able to identify patterns of rhyming words and repeated phrases in various texts.</p>

**First Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	1.R.3.1 Students are able to identify similarities and differences in stories written by the same author.
(Comprehension)	1.R.3.2 Students are able to explain what authors and illustrators do.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>1.R.4.1 Students are able to locate the basic structural elements of informational text to derive meaning. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify print features (for example: bold and italic print, font, captions, headings); • identify graphic aids (for example: graphs, diagrams, maps, illustrations, photos); • identify organizational aids (for example: table of contents, glossary); • recognize alphabetical order in informational text to the first letter; • use a glossary.
(Comprehension)	1.R.4.2 Students are able to explain the difference between fantasy and reality in print materials.

**First Grade Reading
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none"> • use literary and structural elements to read and comprehend text; • examine text to determine similarities and differences in stories written by the same author; • use the structural elements of informational text to enhance comprehension.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none"> • read grade level text using knowledge of letters and sounds; • read with accuracy, fluency, and comprehension; • examine and identify major structures and elements in text; • identify patterns of rhyming words and phrases; • explain what authors and illustrators do; • identify similarities and differences in stories written by the same author; • use the basic structural elements of informational text; • alphabetize to the first letter; • explain the difference between fantasy and reality.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none"> • read text using knowledge of letters and sounds; • retell and sequence text; • identify rhyming words; • tell what authors and illustrators do; • recognize basic structural elements in informational text.

**Second Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy's Level	Standard, Supporting Skills, and Examples
(Application)	<p>2.R.1.1 Students are able to use phonological cues to read unfamiliar text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use knowledge of consonant blends and vowel patterns to decode unfamiliar words (for example: ph, gh, tch, ou, ow, au, ar, ur); • apply context clues and prior knowledge to understand unfamiliar words; • use common contractions, compound words, abbreviations, and inflected endings (for example: can't, baseball, Jan., Feb., waited, waits, waiting).
(Application)	<p>2.R.1.2 Students are able to apply strategies to read and understand different types of texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • demonstrate self-monitoring skills (for example: self-correcting, re-reading, skipping the word and going back); • interpret information in text to confirm or reject initial predictions; • use knowledge of sentence structure and punctuation when reading (for example: commas, end punctuation); • demonstrate fluency when reading (for example: pace, inflection); • use comprehension strategies such as prior knowledge, visualization, and questioning.

**Second Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	2.R.2.1 Students are able to locate major structures in text to form an understanding of stories and other materials. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> locate text structures such as cause/effect and problem/solution (for example: <i>Nate the Great, Frog and Toad</i>).
(Application)	2.R.2.2 Students are able to explain major literary elements in text to convey an understanding of stories and informational material. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> compare elements presented by different authors in a variety of texts (for example: character, setting, plot, conflict, resolution, main idea, supporting details).
(Knowledge)	2.R.2.3 Students are able to identify rhythm, rhyme, and alliteration in poetry and prose.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	2.R.3.1 Students are able to compare and contrast different versions of the same story or poem from various cultures.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.R.4.1 Students are able to apply structural elements of informational text to locate information and create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use print features (for example: bullets, subheadings, labels); use graphic aids (for example: charts, tables, cross sections, timelines, cut-aways); use organizational aids (for example: index, introduction, preface); find information using alphabetical order to the second letter; use a dictionary and a glossary.
(Comprehension)	2.R.4.2 Students are able to explain the difference between fiction and informational text.

**Second Grade Reading
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none"> • apply knowledge of literary structures and elements to read and comprehend text; • recognize that different authors present varying opinions; • analyze rhythm, rhyme, and alliteration in poetry and prose; • evaluate the structural elements of informational text.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none"> • use a specific set of strategies to read unfamiliar grade-level text; • understand a story by locating literary structures and elements in a variety of texts; • identify rhythm, rhyme, and alliteration in poetry and prose; • compare and contrast diverse literary selections; • apply the structural elements of informational text to locate information; • use alphabetical order to the second letter; • explain the difference between fiction and informational text.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> • use strategies to read unfamiliar text; • make predictions and recognize literary elements; • recognize rhythm and rhyme in poetry; • identify structural elements when reading informational text; • identify the difference between fiction and informational text.

Reading Standards

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Kindergarten	First Grade	Second Grade
K.R.1.1 (Knowledge) Relate letters and sounds, and identify patterns in words and phrases.	1.R.1.1 (Application) Use knowledge of letters and sounds to read text.	2.R.1.1 (Application) Use phonological cues to read unfamiliar text.
K.R.1.2 (Knowledge) Comprehend and respond to text read aloud.	1.R.1.2 (Application) Read orally with accuracy, fluency, and comprehension.	2.R.1.2 (Application) Apply strategies to read and understand different types of texts.
K.R.1.3 (Application) Demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.		

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Kindergarten	First Grade	Second Grade
K.R.2.1 (Knowledge) Retell familiar stories using beginning, middle, and end.	1.R.2.1 (Knowledge) Locate major structures in text to form an understanding of stories and other materials.	2.R.2.1 (Knowledge) Locate major structures in text to form an understanding of stories and other materials.
K.R.2.2 (Knowledge) Identify and describe characters, settings, and key events.	1.R.2.2 (Application) Use major literary elements in text to form an understanding of stories and other materials.	2.R.2.2 (Application) Explain major literary elements in text to convey an understanding of stories and informational material.
K.R.2.3 (Knowledge) Recognize patterns of rhyming words in poems and songs.	1.R.2.3 (Knowledge) Identify patterns of rhyming words and repeated phrases in various texts.	2.R.2.3 (Knowledge) Identify rhythm, rhyme, and alliteration in poetry and prose.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Kindergarten	First Grade	Second Grade
KR.3.1 (Knowledge) Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.	1.R.3.1 (Knowledge) Identify similarities and differences in stories written by the same author.	2.R.3.1 (Comprehension) Compare and contrast different versions of the same story or poem from various cultures.
	1.R.3.2 (Comprehension) Explain what authors and illustrators do.	

K-2
Reading Standards

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Kindergarten	First Grade	Second Grade
K.R.4.1 (Knowledge) Locate printed material that provides information.	1.R.4.1 (Knowledge) Locate the basic structural elements of informational text to derive meaning.	2.R.4.1 (Knowledge) Identify structural elements of informational text to locate information and create meaning.
KR.4.2 (Knowledge) Distinguish between “make believe” and “real” in print materials.	1.R.4.2 (Understand) Explain the difference between fantasy and reality in print materials.	2.R.4.2 (Understand) Explain the difference between fiction and informational text.

Third Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.R.1.1 Students are able to use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use phonetic generalizations (for example: blends such as bl, tr; digraphs such as ch, sh, th, ea, oa; diphthongs such as oy, ow, au; and schwa); • recognize high-frequency and common sight words; • acquire knowledge of functional and content area words (for example: identify, locate, describe); • attend to punctuation, phrasing, and expression when reading.
(Analysis)	<p>3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use comprehension strategies (for example: making and confirming predictions, questioning, visualizing); • use prior knowledge to make connections from text-to-self, text-to-text, and text-to-world; • make predictions before and during reading by using the table of contents, chapter headings, title page, and illustrations.
(Knowledge)	<p>3.R.1.3 Students are able to identify text organizational features and their purpose in fiction and informational text. For example: fiction—table of contents, chapter headings, title page, illustrations, poetic forms; informational—glossary, table of contents, headings, bold print</p>

Third Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> sequence the main events of a story; locate descriptive words and phrases; describe the main problem and its solution.
(Analysis)	3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> compare character traits, goals, settings, and plots in and between stories; describe setting similarities in two different stories by the same author; compare rhyme patterns in different poems.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> connect personal traditions and experiences to ideas expressed in literature (for example: holidays, celebrations, time periods).

**Third Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	3.R.4.1 Students are able to gather information to research a topic. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use text marking and organizing strategies to identify essential ideas (for example: sticky notes, highlighting and guided note-taking, webbing, Kidspiration software);• locate information from multiple sources for reference purposes (for example: almanac, atlas, web sites, maps, CD-ROM, traditional encyclopedia);• use features of books to locate information (for example: table of contents, headings, bold print, index, topic sentences, key words, guide words, illustrations, charts, maps, tables, graphs, diagrams).
(Application)	3.R.4.2 Students are able to utilize a set of directions, a model, or diagram in order to complete a project.

**Third Grade Reading
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • apply decoding, word recognition skills, and comprehension strategies to develop vocabulary, to increase fluency, and to construct meaning from challenging text; • independently describe and use literary elements, devices, text structures, and text features to expand meaning; • gather and organize information for study and research purposes.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • use decoding, word recognition skills, and comprehension strategies to develop vocabulary, to increase fluency, and to construct meaning from text; • identify various literary elements, devices, and text structures; • locate and describe text organizational features; • gather information for research and other projects.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • attempt to use decoding, word recognition skills, and comprehension strategies to develop vocabulary, increase fluency, and to construct meaning from text; • identify basic literary elements; • gather and organize information, with support.

Fourth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.R.1.1 Students are able to apply knowledge of complex word patterns to determine meaning of unfamiliar words. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use contractions, syllabication, and words borrowed from another language; • determine word meanings by applying knowledge of root words, prefixes, and suffixes.
(Analysis)	<p>4.R.1.2 Students are able to apply strategies to construct meaning from grade-level text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use prior knowledge or context clues to interpret difficult text; • use comprehension strategies (for example: making connections, questioning, visualizing, determining importance of content ideas); • summarize the main message after reading the selection; • determine key ideas and supporting details and record them in a graphic organizer.
(Application)	<p>4.R.1.3 Students are able to use organizational features of fiction and informational text to activate prior knowledge and to make predictions about text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • predict the use of vocabulary in an informational selection by sorting bold-faced words into categories; • use the table of contents, headings, bold print, and captions to make predictions about text; • recompose headings into questions; • make predictions about a story by previewing the table of contents, chapter headings, title page, and illustrations; • use the glossary to check meaning.

Fourth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>4.R.2.1 Students are able to identify text structures and the specific text that demonstrates that form of organization.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare various structures of ideas that are embedded in the organization of text (for example: compare/contrast, problem solving, description, and sequence); discuss the structure of the various genres (for example: traditional literature including folktales, fairytales, legends; contemporary realistic fiction; historical fiction; fantasy; poetry; non-fiction including biographies and autobiographies; international literature; and informational text).
(Analysis)	<p>4.R.2.2 Students are able to compare and contrast various literary elements and the use of literary devices.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare and contrast literary elements (for example: character traits, settings, plots, and themes); examine text to determine the use of literary devices (for example: alliteration, personification, and imagery).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>4.R.3.1 Students are able to compare the use of fact and fiction in historical and contemporary realistic fiction.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> question and conclude whether literary situations presented are fact or fiction (for example: interviews, books, articles, and online searches).

**Fourth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.R.4.1 Students are able to gather and organize information for study and research purposes. To meet this standard students may:</p> <ul style="list-style-type: none"> • use text-marking strategies to identify essential ideas (for example: sticky notes, highlighting); • locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, traditional encyclopedias; magazines such as <i>National Geographic</i>, <i>Ranger Rick</i>); • use parts of books to locate information (for example: table of contents, index); • compare information about one topic found in different selections or texts; • learn and use a form of note taking that is personally effective (for example: webs, lists, Inspiration software, other graphic organizers).
(Application)	<p>4.R.4.2 Students are able to use text features and graphic features to categorize information and to gain meaning from informational materials.</p> <p>For example: topic sentences, key words, diagrams, illustrations, charts, maps, tables, graphs, and diagrams</p>

**Fourth Grade Reading
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • apply decoding and comprehension strategies to expand vocabulary and construct meaning from challenging text; • analyze and describe literary elements, literary devices, and text structures and features, including those from a variety of historical and contemporary perspectives; • locate and determine the importance of information for use in study and research.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply knowledge of sentence structures, complex word patterns, and comprehension strategies to acquire vocabulary and construct meaning from grade level texts; • distinguish similarities and differences in literary elements, literary devices, and text structures and features to facilitate comprehension across genres; • gather and organize information for study and research purposes.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use word recognition skills and comprehension strategies to acquire vocabulary and construct meaning from text at their instructional level; • identify basic literary elements; • gather and organize information, with assistance.

Fifth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.1.1 Students are able to use knowledge of word categories and word parts to determine meaning of unknown words.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • decipher the meaning of difficult words by applying knowledge of root words, prefixes, suffixes, affixes, and syllable breaks; • understand word categories (for example: synonyms, homophones, homographs, antonyms, acronyms, abbreviations, compound words, multiple-meaning words).
(Application)	<p>5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • preview text structure and text features to determine content; • use discussion and questioning to comprehend unfamiliar text; • create mental imagery from text; • use prior knowledge and experiences to predict and infer in unfamiliar text; • determine the importance of key ideas and supporting details, and record them using various graphic organizers; • explain figurative use of words in context (for example: similes, metaphors, personification, idioms, oxymoron).
(Analysis)	<p>5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • design graphic organizers and record key ideas and supporting details using table of contents, headings and subheadings, bold print, captions, index, graphs, tables, and charts; • make predictions about story plots, themes, settings, and characters by studying the table of contents, chapter headings, title page, and illustrations.

Fifth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> analyze various structures of ideas including cause/effect, comparison/contrast, problem solving, description, and sequence (for example: sequential, chronological, spatial); examine the structure of the various genres (for example: traditional literature such as folktales, fairytales, myths, legends, work songs; contemporary realistic fiction; historical fiction; science fiction and fantasy; poetry; informational text including biographies and autobiographies; international literature).
(Comprehension)	<p>5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how character traits, plots, themes, mood, and point of view affect a story; describe how literary devices affect sensory perceptions of a selection (for example: alliteration, metaphor, simile, personification, imagery, symbolism, onomatopoeia).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> consider author and time period perspectives when evaluating the authenticity and validity of the work (for example: Civil War—North vs. South perspectives, Revolutionary War—British/Canadian/Colonist perspectives); consider the author's ethnicity and/or age in relationship to the historical period (for example: Laura Ingalls Wilder); consider how the selection is influenced by external factors (for example: socio-economic status, environmental issues, prejudicial language, stereotypes).

**Fifth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.R.4.1 Students are able to locate and determine the importance of information for use in study and research.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, encyclopedia); use parts of books to locate information (for example: index, appendix, pronunciation guide); compare information about one topic found in different selections or texts; learn and use meaningful forms of note taking (for example: outlines, webs, note cards, lists, Inspiration software, other graphic organizers); use text-marking strategies to identify essential ideas.
(Application)	<p>5.R.4.2 Students are able to use information from a variety of formats to make inferences and report conclusions.</p> <p>For example: tables, charts, maps, graphs, diagrams</p>

**Fifth Grade Reading
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • use context clues, word solving, and complex comprehension strategies to acquire vocabulary and construct meaning from challenging narrative, expository, and functional text; • analyze the purpose of figurative language; • examine and describe how literature can be used to better understand other time periods and events; • locate, determine the importance of, and synthesize information from multiple sources.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply decoding and comprehension strategies to acquire vocabulary and construct meaning from grade level narrative, expository, and functional text; • recognize the importance of literary elements, literary devices, and text organizational structures as they construct meaning across genres; • locate and determine the importance of information, and use it in study and research.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use knowledge of sentence structures, word patterns, and comprehension strategies to acquire vocabulary and construct meaning from text at their instructional level; • identify literary elements and text structures; • locate information for use in assignments.

3-5 Reading Standards

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Third Grade	Fourth Grade	Fifth Grade
3.R.1.1 (Application) Use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.	4.R.1.1 (Application) Apply knowledge of complex word patterns to determine meaning of unfamiliar words in order to acquire new vocabulary.	5.R.1.1 (Application) Use knowledge of word categories and word parts to determine meaning of unknown words.
3.R.1.2 (Analysis) Use comprehension strategies to read and understand unfamiliar words, phrases, and passages.	4.R.1.2 (Analysis) Apply strategies to construct meaning from grade level text.	5.R.1.2 (Application) Apply comprehension strategies to construct meaning from literary and content area text.
3.R.1.3 (Knowledge) Identify organizational features and their purpose in fiction and informational text.	4.R.1.3 (Application) Use organizational features of fiction and informational text to make predictions about text.	5.R.1.3 (Analysis) Analyze organizational features to determine important ideas and set background knowledge in fiction and informational text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Third Grade	Fourth Grade	Fifth Grade
3.R.2.1 (Application) Locate, describe, and use text structures to expand meaning in a selection.	4.R.2.1 (Knowledge) Identify text structures and the specific text that demonstrates that form of organization.	5.R.2.1 (Analysis) Determine the organizational structure of various texts in order to facilitate comprehension.
3.R.2.2 (Analysis) Distinguish differences among various literary elements and devices in grade level text.	4.R.2.2 (Analysis) Compare and contrast various literary elements and the use of literary devices.	5.R.2.2 (Comprehension) Recognize the importance of literary elements and literary devices, and consider how they affect the message.

**Reading Standards
3-5**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Third Grade	Fourth Grade	Fifth Grade
3.R.3.1 (Application) Respond to ideas and attitudes expressed in literature by making personal connections.	4.R.3.1 (Analysis) Compare the use of fact and fiction in historical and contemporary realistic fiction.	5.R.3.1 (Application) Question and compare literary selections from the perspective of various cultures and time periods.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Third Grade	Fourth Grade	Fifth Grade
3.R.4.1 (Application) Gather information to research a topic.	4.R.4.1 (Application) Gather and organize information for study and research purposes.	5.R.4.1 (Application) Locate and determine the importance of information for use in study and research.
3.R.4.2 (Application) Utilize a set of directions, a model, or diagram in order to carry out a project.	4.R.4.2 (Application) Use text and graphic features to categorize information and to gain meaning from informational materials.	5.R.4.2 (Application) Use information from a variety of formats to make inferences and report conclusions.

Sixth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.1.1 Students are able to use context to understand words with multiple meanings.
(Application)	6.R.1.2. Students are able to use direct and implied meaning to understand text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • self-monitor and self-correct to understand text; • use prior knowledge and connections to understand new information; • identify main idea and supporting details; • ask questions before, during, and after reading to comprehend text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use structural elements of fiction, informational text, drama, and poetry to extend meaning (for example: chronology—beginning, middle, end, flashback; plot structure—exposition, rising action, climax, falling action, resolution; poetry structure—stanzas, rhythm, rhyme, line length; other structures --- cause/effect, problem/solution, comparison/contrast, description); • describe how meaning is conveyed in poetry through word choice, repetition, and sensory words.
(Analysis)	6.R.2.2 Students are able to describe types of figurative language. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • explain how figurative language clarifies meaning of text (for example: simile, personification, and metaphor).

Sixth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>6.R.3.1 Students are able to explain how literature can be used to better understand other time periods and events.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how some ancient cultures used myths and legends to explain natural phenomena (for example: Egyptian, Roman, Greek).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>6.R.4.1 Students are able to use reference sources to retrieve information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use both print and electronic search strategies to find information.
(Analysis)	<p>6.R.4.2 Students are able to compare and contrast information on one topic contained in several sources.</p>
(Analysis)	<p>6.R.4.3 Students are able to determine the quality of material in informational texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> distinguish fact from opinion; determine credibility of various sources (for example: <i>National Inquirer</i> vs. <i>USA Today</i>).

**Sixth Grade Reading
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze the context of a passage to support literal and implied meanings of above grade level unfamiliar text; • evaluate the use of figurative language, text structures, and patterns in creating meaning across genres; • examine how literature helps readers interpret themes and influences of various time periods and events; • evaluate the effect of text features on meaning; • distinguish between explicit and implied information; • synthesize multiple sources to answer questions when reading informational text.
Proficient	<p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use the context of a passage to construct literal and implied meaning in grade level unfamiliar text; • use figurative language, text structures, and patterns to create meaning across genres; • explain how literature can be used to better understand other time periods and cultures; • describe how text features influence meaning; • draw conclusions based on explicit and implied information; • use multiple sources to answer reader questions when reading informational text.
Basic	<p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use the context of a passage to construct literal meaning in unfamiliar texts; • identify language, text structures, and patterns to create meaning; • read texts to understand other time periods and cultures; • identify text features that influence meaning; • identify explicit information; • use single sources to answer questions.

**Seventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.1.1 Students are able to understand how word choice affects meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> differentiate between denotation and connotation.
(Application)	7.R.1.2 Students are able to use inferences to extend meaning beyond literal understanding of text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> give examples from text to support the basis for an inference; determine the relative importance of details to identify the main idea of a passage.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.2.1 Students are able to describe how authors use literary elements to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify and define elements of a short story (for example: setting, characterization, plot, theme, narrator, point of view).
(Application)	7.R.2.2 Students are able to describe how authors use literary devices to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> show the relevance of foreshadowing, flashback, and symbolism; identify the sensory details an author uses to create meaning; identify different forms (structures) of poetry; determine how narrative, free verse, and ballads are similar/different.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	7.R.3.1 Students are able to connect historical and cultural influences in literary selections to construct meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> connect literature to geography, history, and culture (for example: newspapers, magazines, biography, autobiography, and young adult literature from various historical eras).

**Seventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task. (For example: encyclopedia, almanac, "Ask Jeeves").
(Evaluation)	7.R.4.2 Students are able to analyze and organize information from various sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> discriminate important ideas from unimportant ideas while reading; organize information while reading (for example: questioning, note taking, summarizing, outlining, webbing).
(Evaluation)	7.R.4.3 Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.

**Seventh Grade Reading
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain the influence of the context of a passage on their understanding of unfamiliar words; • make inferences to comprehend above grade level unfamiliar text; • evaluate how authors use literary elements and devices to create meaning across genres; • interpret connections between historical/cultural influences and selections; • interpret the author’s viewpoint and synthesize information about a topic contained in multiple sources when reading informational text.
Proficient	<p>Seventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use the context of a passage to understand the literal and implied meaning of words; • make inferences to extend meaning beyond literal understanding in grade level unfamiliar text; • describe how authors use literary elements and devices to create meaning across genres; • describe connections between historical/cultural influences and literary selections; • distinguish the best references for particular tasks; • analyze, organize, and evaluate information about a topic contained in a variety of informational text.
Basic	<p>Seventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use the context of a passage to understand words and make connections, extending meaning in unfamiliar text; • identify literary elements and devices used to create meaning; • read to understand other cultures and time periods; • recognize main ideas and supporting details when reading informational text; • classify information about a topic from limited sources.

Eighth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>8.R.1.1 Students are able to apply knowledge of word origins and derivations to extend vocabulary development. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • apply knowledge of foreign, Greek, and Latin word origins and derivations; • apply knowledge of prefixes, suffixes, and roots to extend vocabulary.
(Application)	<p>8.R.1.2 Students are able to use reading strategies to comprehend the meaning of words and text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • monitor for meaning; • make connections to text; • ask questions to clarify meaning; • determine importance of ideas and details; • make inferences; • connect sensory images to meaning; • synthesize prior knowledge and new information to create new knowledge.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>8.R.2.1 Students are able to analyze and explain the author's use of literary elements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • analyze characters in a story using supporting evidence from the text (for example: character's traits, motivations, conflicts, and point of view); • describe how setting, character, conflict, and resolution support the overall theme.
(Application)	<p>8.R.2.2 Students are able to describe the effect of the author's use of literary devices. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • describe the use of sensory imagery in texts (for example: rhyme scheme, accent patterns, alliteration, assonance, consonance); • describe the use of figurative language in texts (for example: simile, metaphor, idiom, and oxymoron).

Eighth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>8.R.3.1 Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify and compare recurring themes across literary works (for example: good vs. evil, loyalty vs. betrayal); • describe ideas and outlooks within a specific period, looking at such features as ideas, customs, and outlooks of a people (for example: views of slavery depicted in pre-Civil War novels, attitudes of those involved in the westward expansion, Native American cultural influences).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>8.R.4.1 Students are able to determine the appropriate strategy to gather and organize information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use both primary and secondary sources (for example: primary—interviews, diaries, letters, autobiographies; secondary—encyclopedias, biographies, textbooks).
(Analysis)	<p>8.R.4.2 Students are able to evaluate information about a topic gathered from a variety of sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • describe how the type of informational source influences the accuracy of information provided (for example: newspaper, magazine, book chapter).
(Synthesis)	<p>8.R.4.3 Students are able to combine new information with existing knowledge to form interpretations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare background knowledge about a current topic with information (for example: AIDs, STDs); • compare information found in a variety of sources to reach new understanding.

**Eighth Grade Reading
Performance Descriptors**

Advanced	<p>Eighth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze word origins and derivations to extend vocabulary; • apply a variety of reading strategies to comprehend unfamiliar above grade level text; • evaluate both the author’s use of literary elements and the effect of literary devices on the meaning of text in various genres; • critique the cultural influences on story themes; • synthesize valid information across a variety of sources to justify research decisions.
Proficient	<p>Eighth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply knowledge of word origins and derivations to develop vocabulary; • use a variety of reading strategies to comprehend the meaning of grade level unfamiliar text; • analyze the author’s use of literary elements and literary devices to comprehend text in various genres; • compare and contrast works dealing with similar conflicts; • determine the appropriate technology to retrieve and organize information; • evaluate topic information across a variety of sources; • combine new information with existing knowledge to form an interpretation.
Basic	<p>Eighth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use strategies to define words to comprehend text; • identify the author’s use of literary elements and devices in texts across genres; • identify literature from different eras and cultures; • use information from a variety of sources to discuss a topic.

Reading Standards 6-8

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.1.1 (Application) Use context to understand words with multiple meanings.	7.R.1.1 (Comprehension) Understand how word choice affects meaning.	8.R.1.1 (Application) Apply knowledge of word origins and derivations to extend vocabulary development.
6.R.1.2 (Application) Use direct and implied meaning to understand text.	7.R.1.2 (Application) Use inferences to extend meaning beyond literal understanding of texts.	8.R.1.2 (Application) Use reading strategies to comprehend the meaning of words and texts.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.2.1 (Application) Use the organizational structures and patterns in various literary texts to create meaning.	7.R.2.1 (Application) Describe how authors use literary elements to create meaning.	8.R.2.1 (Analysis) Explain the author's use of literary elements.
6.R.2.2 (Analysis) Understand types of figurative language.	7.R.2.2 (Application) Describe how authors use literary devices to create meaning.	8.R.2.2 (Application) Describe the effect of the author's use of literary devices.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.3.1 (Application) Explain how literature can be used to better understand other time periods and events.	7.R.3.1 (Analysis) Connect historical and cultural influences in literary selections to construct meaning.	8.R.3.1 (Analysis) Compare and contrast literature from different eras or cultures dealing with similar themes or conflicts.

Reading Standards 6-8

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.4.1 (Application) Use reference sources to retrieve information.	7.R.4.1 (Application) Distinguish which reference sources will provide the best information for the assigned task.	8.R.4.1 (Evaluation) Determine the appropriate strategy to gather and organize information.
6.R.4.2 (Analysis) Compare and contrast information on one topic contained in several sources.	7.R.4.2 (Analysis) Analyze and organize information from various sources.	8.R.4.2 (Evaluation) Evaluate information about a topic gathered from a variety of sources.
6.R.4.3 (Analysis) Determine the quality of material in informational texts.	7.R.4.3 (Evaluation) Evaluate the accuracy and credibility of information about a topic contained in multiple sources.	8.R.4.3 (Synthesis) Combine new information with existing knowledge to form interpretations.

Ninth Grade Reading Grade Standards, Supporting Skills and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>9.R.1.1 Students are able to use various reading and study strategies to increase comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> demonstrate use of close reading skills (for example: double-entry journal, notation techniques); demonstrate use of pre-reading strategies (for example: word webbing, skimming, scanning, questioning).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.R.2.1 Students are able to analyze and summarize an author's use of complex literary elements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> give examples of the use of foreshadowing and flashback to reveal character and plot (for example: "The Secret Life of Walter Mitty," <i>The Odyssey</i>, <i>Romeo and Juliet</i>, <i>To Kill a Mockingbird</i>, <i>Great Expectations</i>, <i>Our Town</i>); compare the use of time and sequence in a novel or a play and its film adaptation (for example: <i>The Glass Menagerie</i>, <i>To Kill a Mockingbird</i>, <i>Of Mice and Men</i>, <i>Romeo and Juliet</i>, <i>The Miracle Worker</i>).
(Analysis)	<p>9.R.2.2. Students are able to analyze and describe the effect of figurative language and other literary devices in various genres. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> Explain the function of personification, simile, metaphor, and alliteration in a work (for example: <i>Of Mice and Men</i>, <i>The Diary of Anne Frank</i>, <i>The Miracle Worker</i>, poetry).

Ninth Grade Reading Grade Standards, Supporting Skills and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.R.3.1. Students are able to analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • classify various websites in terms of accuracy and reliability (for example: Mankato's college web site, Civil War Homepage, How Things Work); • appraise the literary merit of contemporary song lyrics (for example: Jewel, Leonard Cohen, Bruce Springsteen, Alanis Morissette, Paul Simon).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare research tools and recommend the most useful sources among them (for example: computerized data, cataloging systems, Reader's Guide, reference books); • use the media center for study and research (for example: computerized data, cataloging systems, <i>Reader's Guide</i>, reference books).

**Ninth Grade Reading
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • integrate various reading and study strategies to increase comprehension; • determine the effectiveness of an author’s use of complex literary elements; • evaluate the effect of figurative language in various genres; • judge the quality of reading materials for practical, informational, or aesthetic value; • demonstrate the ability to select, compile, and evaluate appropriate materials for study and research.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use various reading and study strategies to increase comprehension; • analyze and summarize an author’s use of figurative language and complex literary elements and their effect in various genres; • analyze the quality of reading materials for practical, informational, or aesthetic value; • demonstrate the ability to compile and evaluate potential sources of information for research.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize various reading and study strategies to increase comprehension; • interpret an author’s use of complex literary elements and the effect of figurative language; • identify sources of information as directed for research.

Tenth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>10.R.1.1 Students are able to connect main ideas to identify relationships with other sources and topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> interpret word choice in a variety of text (for example: mythology, short stories, newspapers, <i>Flowers for Algernon</i>); compare and contrast literary and modern heroes (for example: Odysseus, trickster tales, Tiger Woods; mythological, historical, and cultural figures); recognize coming-of-age themes (for example: <i>Ellen Foster</i>, <i>Great Expectations</i>, <i>A Separate Peace</i>).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>10.R.2.1 Students are able to compare/contrast similar themes across genres to determine how the type of literature shapes the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> examine a similar theme of in several works (for example: the theme of death in poetry, <i>Our Town</i>, <i>Red Badge of Courage</i>, <i>A Separate Peace</i>, <i>Of Mice and Men</i>, <i>Night</i>); explain how different genres reflect character relationships (for example: <i>Glass Menagerie</i>, <i>A Raisin in the Sun</i>, <i>To Kill a Mockingbird</i>, Gary Soto, Amy Tan, Sandra Cisneros).
(Analysis)	<p>10.R.2.2 Students are able to analyze and identify the structures of literary genres and their functions within that category. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify the basic components of plot development in various genres (for example: short stories, drama, novels, narrative poetry).

Tenth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>10.R.3.1 Students are able to understand possible differences between author's intent and reader's interpretation through various cultural and historical perspectives. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare and contrast the background of the author and that of the reader (for example: <i>Black Elk Speaks</i>, <i>The Diary of Anne Frank</i>, <i>Romeo and Juliet</i>, <i>Night</i>, <i>The Souls of Black Folk</i>, Maya Angelou, Sandra Cisneros, Linda Hasselstrom, Virginia Driving Hawk Sneve, Dan O'Brien); trace the different interpretations of war literature and its effect on society (for example: Sassoon, Tim O'Brien, <i>All Quiet on the Western Front</i>, Vietnam literature, Desert Storm literature).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>10.R.4.1 Students are able to differentiate between fact, logic, and opinion in various texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare/contrast two essays based on opposing viewpoints of the same topic (for example: slavery, prohibition); determine whether statements in expository text represent fact, logic, or opinion (for example: news magazines, tabloids, newspapers, essays, editorials, textbooks).
(Analysis)	<p>10.R.4.2 Students are able to analyze information for clarity, relevance, point of view, credibility, and supporting data. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> examine opposing viewpoints and indicate the position that is best supported by the data provided (for example: tobacco, forest management, endangered species); examine the adequacy of details offered in support of an argument (for example: web information, newspapers, editorials, news magazines).

Tenth Grade Reading

Performance Descriptors

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain main ideas to identify relationships with other sources and topics; • evaluate the impact of genre upon literary themes; • analyze the structures of literary genres and evaluate their functions; • determine and explain reasons for differences between author's intent and reader's interpretation; • appraise texts for their use of fact, logic, and opinion; • critique information for clarity, relevance, point of view, credibility, and supporting data; • justify arguments presented in defense of a critique.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • connect main ideas to identify relationships with other sources and topics; • compare/contrast similar themes across genres to determine how the genre shapes the message; • analyze the structures of literary genres and their functions; • discuss possible differences between author's intent and reader's interpretation; • differentiate among fact, logic, and opinion; • analyze information for clarity, relevance, point of view, credibility, and supporting data.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • examine main ideas to identify relationships with other sources and topics; • recognize similar themes in different genres; • describe the structures of literary genres; • state possible differences between author's intent and reader's interpretation; • distinguish between fact and opinion; • select information for its clarity, relevance, and point of view.

**Eleventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>11.R.1.1 Students are able to use various reading and study strategies to increase comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> infer meaning in a variety of text (for example: advertisements, editorials, labels, stereotypes); visualizing characters through dialect and diction (for example: Mark Twain, Emily Dickinson, John Steinbeck).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.2.1 Students are able to analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict). <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain the influence of point of view on theme (for example: autobiography and biography about the same person, <i>A Gathering of Old Men</i>, <i>A Separate Peace</i>, <i>To Kill a Mockingbird</i>, <i>Black Elk Speaks</i>); explain how characterization drives plot (for example: Nathaniel Hawthorne, F. Scott Fitzgerald, William Shakespeare, Kate Chopin).
(Analysis)	<p>11.R.2.2 Students are able to analyze and explain literary devices within text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain how the use of sound devices such assonance, consonance, alliteration, and onomatopoeia support the subject and mood (for example: Edgar Allan Poe, Robert Frost, Mary Oliver, Billy Collins); recognize the impact of play on words (for example: William Shakespeare, Ogden Nash, Shel Silverstein, Jerry Seinfeld).

**Eleventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.3.1 Students are able to analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • explain the conditions that fostered or prevented the emergence of specific literary forms (for example: poetry, fiction, political addresses, journals); • illustrate how a literary movement developed as a result of the influence of a previous movement (for example: classical style used for the Revolutionary period, Romanticism, Realism).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.4.1 Students are able to examine the effect of faulty logic techniques in expository text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • critique advertisements in various forms of media for unsupported statements (for example: political campaign ads); • critique editorials, articles, and headlines for bias (for example: newspapers, magazines, journals, billboards, bumper stickers, t-shirts, hats, commercials, and propaganda in expository text).

**Eleventh Grade Reading
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • integrate reading strategies to comprehend literary and informational text; • explain how literary devices are used within text to enhance meaning; • determine the relationships among elements of literature; • hypothesize the influence historical context has on form, style, and point of view of a written work; • evaluate and explain the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques; • justify judgments of texts.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use reading strategies to comprehend literary and informational text; • analyze the literary devices within text and the relationships among elements of literature; • analyze the influence of historical context on the form, style, and point of view of a written work; • analyze the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recall reading strategies to comprehend literary and informational text; • locate literary devices within text; • identify relationships among elements of literature; • recognize the influence of historical context on the form, style, and point of view of a written work; • identify the effect of bias, stereotyping, and propaganda techniques.

Twelfth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>12.R.1.1 Students are able to analyze the effect of style on the interpretation of text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain how the author's diction conveys his/her attitude (for example: advertising, William Faulkner, E.E. Cummings, political speeches); differentiate between implied and stated meanings (for example: subtext of poetry, editorials, William Shakespeare, George Orwell, Jonathan Swift);

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>12.R.2.1 Students are able to evaluate authors' style in poetry, drama, fiction, and informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> determine the effect of point of view upon characterization (for example: Ernest Hemingway, Jane Austen, Alice Walker, Charlotte Bronte, J.D. Salinger); distinguish between tone and mood (for example: <i>Our Town</i>, <i>Pygmalion</i>, Edgar Allen Poe's short stories, Sherman Alexie's poetry, Sandra Cisneros).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>12.R.3.1 Students are able to read and critique literary works from a variety of cultures and eras. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> show the relationship between Native American and English-American accounts of the colonial period (for example: diaries, oral tradition, poetry); compare and contrast the qualities of protagonists in various cultures and literary periods (for example: <i>Death of a Salesman</i>, <i>Oedipus</i>, <i>The Great Gatsby</i>, <i>Antigone</i>, <i>The Awakening</i>, <i>Of Mice and Men</i>, <i>Jane Eyre</i>, <i>Wuthering Heights</i>, <i>The Scarlet Letter</i>).

**Twelfth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>12.R.4.1 Students are able to locate, synthesize, and use information from multiple sources to solve problems and make decisions.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none">• develop and support a reasoned argument using reliable primary and secondary sources (for example: public documents, studies, letters, journals, newspapers, magazines, electronic media);• examine several sources in order to make the best choice in a real-life situation (for example: buy a new car, choose a college, rent an apartment, find a new job).

**Twelfth Reading
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none"> • analyze and critique the effect of style on the interpretation of text; • evaluate and predict the author’s style in works of poetry, drama, fiction, and nonfiction; • critique, compare, and recommend literary works from a variety of cultures and a variety of eras; • evaluate information from multiple sources for usefulness before solving problems and making decisions.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none"> • analyze the effect of style on the interpretation of text; • evaluate authors’ style in works of poetry, drama, fiction, and nonfiction; • read and critique literary works from a variety of cultures and a variety of eras; • locate, synthesize, and use information from multiple sources to solve problems and make decisions.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none"> • recognize the effect of style on the interpretation of text; • identify the relationship between authors’ styles in text; • read and explain literary works from a variety of cultures and a variety of eras; • locate and use information from multiple sources.

Reading Standards 9-12

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.1.1 (Synthesis) Connect main ideas to identify relationships with other sources and topics.	10.R.1.1 (Application) Use reading strategies to comprehend literary and informational text.	11.R.1.1 (Application) Use various reading and study strategies to increase comprehension.	12.R.1.1 (Analysis) Analyze the effect of style on the interpretation of text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.2.1 (Analysis) Analyze and summarize an author's use of complex literary elements.	10.R.2.1 (Analysis) Compare/contrast similar themes across genres to determine how the type of literature shapes the message.	11R.2.1 (Analysis) Analyze and explain the relationships among elements of literature.	12.R.2.1 (Evaluation) Evaluate author's style in poetry, drama, fiction, and informational text.
9.R.2.2. (Analysis) Analyze and describe the effect of figurative language in various genres.	10.R.2.2 (Analysis) Analyze and identify the structures of literary genres and their functions within that category.	11R.2.2 (Analysis) Analyze and explain literary devices within text.	

Reading Standards 9-12

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.3.1. (Analysis) Analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.	10.R.3.1(Comprehension) Understand differences between author's intent and reader's interpretation through various cultural and historical perspectives.	11.R.3.1 (Analysis) Analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work.	12.R.3.1 (Evaluation) Read and critique literary works from a variety of cultures and eras.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.4.1 (Evaluation) Compile and evaluate potential sources for research projects.	10.R.4.1 (Analysis) Differentiate among fact, logic, and opinion in various texts.	11.R.4.1 (Analysis) Examine the effect of faulty logic techniques in expository text.	12.R.4.1 (Synthesis) Locate, synthesize, and use information from multiple sources to solve problems and make decisions.
	10.R.4.2 (Analysis) Analyze information for clarity, relevance, point of view, credibility, and supporting data.		

Glossary of Terms

Active voice Indicates the subject is acting rather than being acted upon. Active voice indicates that the subject is acting—doing something. (*Benjamin Franklin discovered the secrets of electricity.*) See **Passive voice**

Adjective A word that describes somebody or something (e.g. *old, white, busy, careful, horrible*). Adjectives either come before a noun or after linking verbs (e.g. *be, seem, look*). See **Adverb, Noun, Verb**

Adverb A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree. See **Adjective, Noun, Verb**

Aesthetics Having to do with non-tangible attributes such as artistic appeal, cultural value, or beauty.

Affix A syllable added to either the beginning or end of a base word to modify its meaning.

Alliteration The repetition of initial consonant sounds in words (e.g. *rough and ready*).

Allusion A reference in literature or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to Biblical figures and figures from classical mythology are common in Western literature.

APA American Psychological Association, which publishes a guide to research writing that includes standardized methods of citing references.

Analogy A means of conveying meaning by showing the correspondence or partial similarity between varying concepts or ideas.

Analytical traits A model for comparing content in writing to writing structure by categorizing writing traits into expressive skills including purpose/voice, idea development, and organization, and into technical skills including sentence fluency, word choice, and conventions.

Anecdote A short account of an entertaining or interesting incident.

Antagonist The character in a story that portrays the adversary, enemy, contender, or competitor to the protagonist.

Argumentation A speech or writing intended to convince by establishing truth. Most argumentation begins with a statement of an idea or opinion, which is then supported with logical evidence. Another technique of argumentation is the anticipation and rebuttal of opposing views. See **Persuasion, Persuasive writing**

Authority An individual with recognized knowledge and expertise in a particular field or on a specific subject.

Autobiography A written account of a person's life authored by himself or herself.

Ballad A poem in verse form that tells a story. See **Poetry, Refrain**

Biography A written account of a person's life authored by another person.

Business-technical writing Formats, wording, and content unique to the workplace that typically use the specific language of a particular occupation.

Character A person who takes part in the action of a story, novel, or a play. Sometimes characters are animals or imaginary creatures, such as beings from another planet.

Characterization/Character development The method a writer uses to develop characters. There are four basic methods of revealing character: (a) through a character's physical appearance; (b) through his/her own speech, thoughts, feelings, or actions; (c) through the speech, thoughts, feelings, or actions of other characters; and (d) through direct comments by the narrator about the character.

Clarification An explanation that makes more transparent, lucid, or definite the meaning of an idea, concept, or information.

Clause A group of related words that has both a subject and a predicate (e.g. *because the boy laughed*). See **Phrase**

Climax The high point, or turning point, in a story—usually the most intense point near the end of a story. See **Plot, Conflict, Rising action, Resolution**

Cohesiveness The degree to which ideas are said to “hang together”, or the degree to which elements of the story are consistent, logical, and reasonable, given the whole of the story.

Compose The act of constructing or creating an original piece of writing.

Comprehension strategies Cognitive skills used to derive meaning from text. See **Prior knowledge/Schema, Visualizing, Questioning, Determining importance, Inferring, and Synthesizing**

Conflict In narration, the struggle between the opposing forces that moves the plot forward. Conflict can be internal (occurring within a character), or external (occurring between characters, or between a character and an abstraction such as nature or fate). See **Plot, Climax, Rising action, Resolution**

Connotation The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on style and meaning. See **Denotation**

Consonance The repetition of consonant sounds within and at the ends of words (e.g. *lonely afternoon*). Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem. See **Assonance, Alliteration, Rhyme**

Content/ideas Information, concepts, beliefs, or opinions expressed in writing or speaking.

Context The surrounding words or circumstances that clarify the meaning of a communication or story.

Conventions The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in schools and employed by educated speakers and writers.

Denotation The literal or dictionary definition of a word. See **Connotation**

Description The process by which a writer uses words to create a picture of a scene, an event, or a character. A description contains carefully chosen details that appeal to the reader's senses of sight, sound, smell, touch, or taste. See **Narration, Exposition, Persuasion**

Determining importance The reader differentiates between less important and key ideas that are central to the meaning.

Dialect A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as to develop characters.

Dialogue Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository. See **Description, Exposition, Drama**

Diction An author's choice of words based on their correctness, clarity, or effectiveness. See **Style, Imagery**

Digraph Two successive letters that make a single sound (e.g. the *ea* in *bread*, or the *ng* in *sing*).

Diphthong Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable (e.g. *oy* in the word *boy*).

Discipline A field of study or content area (e.g. social studies or science).

Drama/Dramatic literature A form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters. See **Script**

Edit To replace or delete words, phrases, and sentences that sound awkward or confusing, and correct errors in spelling, usage, mechanics, and grammar. Usually the step before producing a final piece of writing. See **Revise**

Elaboration An explanation or extension of an idea, concept, or information that provides a deeper, more detailed, or more thorough discussion.

Electronic journalism The use of electronic media such as the Internet to convey new stories, editorials, or real-time information about current events.

Enunciation Clear pronunciation of words.

Environmental print Common words found in the environment.

Epic A long narrative that tells of the deeds and adventures of a hero or heroine. See **Poetry, Hero/Heroine**

Epithet An adjective or phrase used to express the characteristic of a person or thing in poetry (e.g. *rosy-fingered dawn*).

Essay A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal, with thorough, serious, and highly organized content; or informal, with a humorous or personal tone and less rigid structure. See **Exposition**

Etymology The historically verifiable sources of the formation of a word and the development of its meaning.

Explicit information Content or meaning that is specifically stated in a text or verbal exchange.

Exposition/Expository text Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis. In a play or a novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set. See **Description, Narration, Persuasion**

Fable A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See **Folktale**

Fairy tale A story written for, or told to, children. The story often includes elements of magic and magical folk such as fairies, elves, or goblins. See **Folktale, Traditional narrative**

Fallacious reasoning Faulty or mistaken logic.

Falling action In the plot of a story, the action that occurs after the climax. During the falling action, conflicts are resolved and mysteries are solved. See **Narration, Exposition, Rising action, Climax, Resolution**

Feedback The listener's response to information and how the information was presented.

Fiction Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition. See **Exposition/Expository text, Nonfiction, Informational text, Novel, Short story**

Figurative language Language that communicates ideas beyond the ordinary or literal meaning of the words. See **Simile, Metaphor, Personification, Hyperbole**

Figure of speech Literary device used to create a special effect or feeling, often by making some type of comparison. See **Hyperbole, Metaphor, Simile, Understatement**

Flashback A scene in a story or novel that returns the reader to a time earlier than the main action.

Fluency/Automaticity Accurate and rapid word recognition including reading in meaningful phrases which allows the reader to focus on meaning.

Focus A sharply defined point, center, or theme of an effort, written passage, undertaking, or presentation.

Folktale A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship. Most folktales eventually move from oral tradition to written form.

Foreshadowing A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense, and at the same time prepares the reader for what is to come.

Formal communication A presentation or written piece that strictly adheres to rules, conventions, and ceremony, and is free of colloquial expressions.

Free verse Poetry without a fixed metrical pattern.

Functional Text Writing that is used in everyday life such, as signs, directions, letters, and manuals.

Genre A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund A verb form that ends in -ing and is used as a noun (e.g. *Cooking is an art.*)

Grammar The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Graphic organizers Visual representations that support understanding of text (e.g. webs, t-charts, Venn diagrams, K-W-L charts).

Graphophonemic cues The use of letter/sound relationships to read a known or unknown word.

Hero/Heroine A mythological or legendary figure often of divine descent that is endowed with great strength or ability. The word is often broadly applied to the principle male or female character in a literary or dramatic work. See **Protagonist**

Heroic couplet Two rhyming lines written in iambic pentameter. The term “heroic” comes from the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. See **Iambic pentameter, Poetry, Meter**

High frequency words Words found often in print.

Homograph One of two or more words spelled alike but different in meaning and derivation or pronunciation (e.g. the noun *conduct* and the verb *conduct*). See **Homonym, Homophone**

Homonym One of two or more words spelled and pronounced alike but different in meaning (e.g. the noun *quail* and the verb *quail*). See **Homograph, Homophone**

Homophone One of two or more words pronounced alike but different in meaning or derivation or spelling (e.g. the words *to*, *too*, and *two*). See **Homonym, Homograph**

Hyperbole An intentional exaggeration for emphasis or comic effect.

Iambic pentameter A metrical line of five feet or units, each made up of an unstressed then a stressed syllable (e.g. *I have thee not, and yet I see thee still*. Macbeth, II.1.44) See **Meter, Poetry**

Idiom A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people (e.g. using *over his head* for *doesn't understand*).

Image/Imagery Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. See **Style, Sensory detail**

Imaginative/Literary text Fictional writing in story, dramatic, or poetic form. See **Informational/Expository text**

Independent clause Presents a complete thought and can stand alone as a sentence (e.g. *She saw paramercia when she looked through the microscope*.) See **Subordinate clause, Sentence**

Infinitive A verb form that is usually introduced by *to*. The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object (*The foolish teenager decided to smoke*); as an adjective (*The right to smoke in public is now in serious question*); or as an adverb (*It is illegal to smoke in public buildings*.) See **Verb**

Informal communication A casual discussion, verbal exchange, note, or memorandum that may adhere less strictly to rules and conventions (e.g. a short note to a friend).

Informational/Expository text Nonfiction writing in narrative or non-narrative form that is intended to inform. See **Imaginative/Literary text**

Implied information Content or meaning that is suggested by text or verbal exchange, but is not specifically provided.

Inferences The forming of a conclusion from premises rather than explicit information provided in a passage.

Inferring Merging prior knowledge with text clues to draw conclusions.

Interactive writing Instructional strategy in which the teacher and students collaboratively share the writing responsibility to compose a coherent text.

Internal rhyme Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot's *Gerontion*, 'Here I am, an old man in a dry month,' internal rhyme exists between *an* and *man* and between *I* and *dry*. See **Rhyme, Poetry**

Irony The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm. See **Hyperbole**

Jargon Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated and difficult for people not in the profession to understand.

Legend A traditional story sometimes popularly regarded as historical but unauthenticated; a myth.

Literacy The ability to read, write, speak, and understand words.

Literary devices Techniques used by a writer to convey or enhance the story (e.g. figures of speech, foreshadowing, flashback).

Literary elements The commonly accepted structures that contribute to the whole of a story, most commonly character, characterization, setting, conflict resolution, main idea, supporting ideas, plot, and theme.

Literary form A categorization of written structures such as poetry or prose, fiction or nonfiction, essay, or news article.

Main character See **Protagonist**

Main idea In informational or expository writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation. See **Theme, Thesis**

Metacognition An awareness and understanding of how one thinks and uses strategies during reading and writing.

Metaphor A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*. See **Figurative language, Figure of speech, Simile**

Meter In poetry, the recurrence of a rhythmic pattern. See **Iambic pentameter, Monologue, Soliloquy**

MLA Modern Language Association, which publishes a guide to writing research papers based on its prescribed documentation style.

Modes of writing The different forms of writing for different purposes. See also **Descriptive, Expository, Narrative, Persuasive**.

Mood The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood. See **Style, Tone**

Moral The lesson taught in a work such as a fable; a simple type of theme (e.g. *Do not count your chickens before they are hatched.*) See **Theme**

Myth A traditional story passed down through generations that explains why the world is the way it is.

Narration Writing that relates an event or a series of events; a story. Narration can be imaginary, as in a short story or novel; or factual, as in a newspaper account or a work of history. See **Description, Exposition, Persuasion**

Narrator The person or voice telling the story. The narrator can be a character in the story or a voice outside the action. See **Point of view**

Nonfiction Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction. See **Fiction**

Non-narrative nonfiction Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.

Non-verbal communication Ways of conveying or altering the meaning of an intended message other than oral speech (e.g. gestures, eye contact, facial expression).

Noun A word that is the class name of something: a person, place, thing, or idea. See **Adjective, Adverb, Verb**

Novel An extended work of fiction. Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot. See **Fiction, Short story**

Onomatopoeia The use of a word whose sound suggests its meaning (e.g. *clang*, *buzz*, *twang*).

Onset The part of the syllable that precedes the vowel (e.g. /h/ in *hop*, and /sk/ in *scotch*). Some syllables have no onset, as in *un* or *on*. See **Rime**

Oral Pertaining to spoken words. See **Verbal**

Oral tradition Customs, opinions, beliefs, and history passed from generation to generation by means of conversation or story telling.

Organization In writing, the arrangement of text in a conventional structure for each paragraph, and for the relationship between paragraphs in a multi-paragraph piece (e.g. the inclusion of an introduction, body, and conclusion).

Overstatement See **Hyperbole**

Oxymoron A figure of speech in which apparently contradictory terms appear in conjunction (e.g. *That shirt is pretty ugly*.)

Parallel structure The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: *He wanted to join the swim team, to high dive, and to swim in relays*.

Parody Imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle A verb form ending in *-ing* or *-ed*. A participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal* and *a beaten dog*, *glowing* and *beaten* are participles.

Passive voice Indicates that the subject is being acted upon (e.g. *The secrets of electricity were discovered by Benjamin Franklin*.) See **Active voice**

Personification A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects, or abstract concepts (e.g. *The weather is smiling on us today*; *Love is blind*.) See **Metaphor**, **Figure of speech**, **Figurative language**

Persuasion/Persuasive writing Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position or to take action. See **Description**, **Exposition**, **Narration**

Phonemic awareness/Phonological awareness Awareness that spoken language consists of a sequence of phonemes. This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds. See **Phoneme**, **Phonics**

Phoneme The smallest unit of speech sound that makes a difference in communication (e.g. *fly* consists of three phonemes: /f/-/l/-/i/).

Phonetic Representing the sounds of speech with a set of distinct symbols, each denoting a single sound. See **Phonics**

Phonics The study of sounds, often used with elementary phonetics in the teaching of reading. See **Phonetic**

Phrase A group of related words that lacks either a subject or a predicate or both (e.g. *by the door* and *opening the box*.) See **Clause**

Plot The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) *exposition*; (b) *rising action*; (c) *climax*; (d) *falling action*; and (e) *resolution or denouement*. See **Climax**, **Conflict**, **Exposition**, **Falling action**, **Resolution**, **Rising action**

Poetry An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete. See **Prose**, **Meter**

Point of view The vantage point from which a story is told. In the first person or narrative point of view, the story is told by one of the characters. In the third person or omniscient point of view, someone outside the story tells the story.

Prefix A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word (e.g. *re-*, *dis-*, *com-*). See **Suffix**, **Root**

Primary source The original person or text from which an idea, concept, or research came. See **Secondary source**

Prior knowledge/Schema: A comprehension strategy that uses background knowledge and experiences to build meaning from a text. Students access and use their prior knowledge to distinguish between text-to-self, text-to-text, and text-to-world connections.

Propaganda techniques Methods of conveying information selectively to produce an opinion or action favorable to the source of the information.

Prose Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See **Poetry**

Protagonist The main character or hero of a story. See **Hero/Heroine**

Questioning A strategy that enables students to ask questions before, during, and after reading in order to clarify understanding and make meaning.

Resolution Also called *denouement*, the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.

Retelling A detailed oral or written recitation of a text, including setting, major and minor events, characters, and plot.

Revise To change a piece of writing in order to improve it in style or content. Distinct from editing, revising often involves restructuring a piece rather than simply editing for word choice, grammar, or spelling. See **Edit**

Rhetoric The art of effective expression and the persuasive use of language. See **Discourse**

Rhyme scheme In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. The pattern of a Spenserian stanza is *ababbcbcc*.

Rhythm The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, or to heighten emotional response.

Rime The vowel and any consonants that follow it (e.g. in *scotch*, the rime is */och/*.) See **Onset**

Rising action The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story. See **Conflict**, **Climax**, **Exposition**, **Falling action**

Root (Root word) A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root *graph*, the prefix *di-* and the suffix *-ic* can be added to create the word *digraphic*. See **Prefix**, **Suffix**

Rubric An assessment tool for making scoring decisions; a printed set of guidelines that distinguishes performances or products of different quality. See **Scoring guide**

Satire A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical, and it often uses exaggeration for effect.

Scaffolding A temporary conceptual framework used for constructing theories. In instruction, a means of structuring concepts to build or relate old ideas to new learning, or to elaborate a basic concept.

Scoring guide List of criteria for evaluating student work. See **Rubric**

Script The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Secondary source A quote or reference that is quoting or interpreting information from the original creator of the idea. See **Primary source**

Self-correction While reading, correcting miscues without prompting.

Self-monitoring While reading, being aware of word reading and comprehension, and correcting gaps in meaning or answering questions about text.

Semantic cues The use of meaning to read a known or unknown word.

Sentence A group of words expressing one or more complete thoughts.

Sentence fluency Accurate and rapid facility in using a variety of different sentence patterns in a single writing activity (e.g. using phrases and clauses at different positions in subsequent sentences to enhance meaning and reader interest).

Setting The time and place of the action in a story, play, or poem.

Shared writing Teacher and students compose a coherent text together. The teacher writes while scaffolding children's language and ideas.

Short story A brief fictional work that usually contains one major conflict and at least one main character.

Simile A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used (e.g. *She stood in front of the altar, shaking like a freshly caught trout.*-- Maya Angelou) See **Metaphor**

Six traits A model for analyzing writing performance by examining use of purpose/voice, idea development, organization, sentence fluency, word choice, and conventions.

Sonnet A poem consisting of fourteen lines of iambic pentameter. See **Iambic pentameter, Poetry**

Standard English conventions The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in schools and employed by educated speakers and writers. See **Standard written English**

Standard written English The variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers and writers. See **Standard English conventions**

Stanza A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. See **Poetry, Rhyme scheme, Verse**

Stereotype A person or thing that conforms to an unjustifiably fixed impression or attitude.

Style The particular way a piece of literature is written. Not only what is said but also how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue. See **Diction, Imagery, Tone**

Subordinate (dependent) clause A clause that does not present a complete thought and cannot stand alone as a sentence (e.g. *because he was sick*). See **Independent clause, Sentence**

Subsume The incorporation of an idea, concept, or skill in a more complex framework (e.g. using parts of speech to learn the structure of sentences and to master sentence fluency).

Subtext An underlying, often distinct theme in a piece of writing or conversation.

Suffix A word part that is added to the ending of a root word and establishes the part of speech of that word (e.g. the suffix *-ly* added to *immediate*, an adjective, creates the word *immediately*, an adverb). See also **Prefix, Root**

Symbol A person, place, or object that represents something beyond itself. Symbols can concisely communicate complicated, emotionally rich ideas.

Symbolism In literature, the serious and extensive use of symbols. See **Symbol**

Synonym A word that has a meaning identical with, or very similar to, another word in the same language (e.g. in some situations, *right* is a synonym of *correct*).

Syntactic cues: The use of correct grammar to read a known or unknown word.

Syntax The way in which words are put together to form constructions, such as phrases or sentences.

Synthesize: Combining new information with existing knowledge to form an original idea or interpretation.

Tall tale A distinctively American type of humorous story characterized by exaggeration. See **Folktale**

Technical writing Composing text for the purpose of conveying specific information about a particular subject, craft, or occupation (e.g. creating computer manuals or writing textbooks).

Text features Various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas in narrative (e.g. bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering).

Text structure The organizational pattern an author uses to structure the ideas in a text (e.g. cause/effect, compare/contrast, description, problem/solution, sequential, goal/action/outcome, concept/definition, proposition/support).

Theme A central idea or abstract concept that is made concrete through representation in person, action, and image. Theme is not simply a subject or an activity, *vice* for instance, but a proposition, such as “*Vice seems more interesting than virtue but turns out to be destructive.*” Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work. See **Main idea, Thesis, Moral**

Thesis An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. See **Theme, Main idea**

Tone An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See **Mood, Style**

Topic The meaning a literary work refers to, stated in a phrase or word. See **Theme**

Transitions In writing or speaking, a sentence, phrase, or paragraph that leads from one concept or idea to the next.

Verb A word, or set of words, that expresses action or state of being.

Visualizing A strategy that enables the reader to create mental images during the reading process.

Voice A writer’s unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer’s voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection. See **Diction, Tone**

Word derivations The tracing of the origin of a word. Many English words have evolved from words in ancient or non-English languages, and have subsequently come into modified use in modern English language.

Word origins A beginning, starting point, or source of a word used in modern English language.

Writing process: The steps a writer uses to compose a text. This may include brainstorming, writing, revising, editing and publishing.

Language Arts Resource Center

APPENDIX A

Suggested sources to enhance current classroom practices

Advanced Reading Enhancement Approach (SD READS): <http://www.state.sd.us/deca/area>. AREA assists South Dakota Kindergarten through 5th grade teachers in gaining a deeper understanding of the literacy acquisition process and instructional practices that will allow students to become engaged lifelong literacy learners. This year-long professional development opportunity allows teachers to analyze current instructional approaches and outcomes, gain knowledge about assessment skills to measure student achievement, learn about new, effective, research based instructional practices, and set measurable goals for improved instruction and student outcomes.

American Classical League: <http://www.aclclassics.org/>. The American Classical League site offers a catalogue of materials for teaching mythology and classical literature at all grade levels as well as an extensive list of links to other useful sites. The League also sponsors the National Mythology Exam for which teachers can register their students.

American Library Association: <http://www.ala.org>. This site contains links to *Booklist* and *Book Links* magazines and to the ALA's "Notable Books" lists. A page dedicated to parents and the public presents a calendar of library activities.

Association for Supervision and Curriculum Development (ASCD): <http://www.ascd.org/>. The ASCD site provides information about upcoming conferences, workshops, and online professional development courses on curriculum development and assessment. It also offers an extensive list of ASCD publications and other materials that can be purchased from their online store.

Center for the Improvement of Early Reading Achievement (CIERA): <http://www.ciera.org/ciera/>. This site contains a huge collection of research reports about various aspects of early literacy. Other features include a bulletin board for educators to post effective "ideas @ work," and a page of useful links to other resources.

The Folger Shakespeare Library: <http://www.folger.edu>. This site offers an extensive section on teaching Shakespeare that contains lesson plans for teaching individual plays as well as helpful resources and links.

The International Reading Association (IRA): <http://www.reading.org/>. This site is a rich resource of various materials related to reading instruction.

The Internet Public Library: <http://www.ipl.org/>. This site offers "youth" and "teen" sections that contain links to online texts of stories, poems, and classic novels. The site also provides suggestions for titles and links to many other literature resources.

The Library of Congress: <http://www.loc.gov>. The designers of this labyrinthine site supply a detailed site map of links to many fascinating resources, many of which are online. The American Memory section offers a Learning Page, which contains teacher-created lessons, classroom activities, and professional development opportunities. Another rich resource is the Center for the Book section. <http://lcweb.loc.gov/loc/cfbook/> lists activities like the Letters About Literature program.

National Council of Teachers of English: <http://www.ncte.org/>. This site is a rich resource for teachers of all grade levels. It offers a special section for new teachers containing features like "cybermentors," chat rooms, and helpful links. The site also manages several online discussion forums and focused listservs as well as an online bookstore and an extensive bulletin board of teaching ideas.

National Endowment for the Humanities: <http://www.neh.fed.us>. This site provides information about the wealth of summer institutes and other opportunities for teachers offered by NEH. Also featured are online courses and a link to EDSITEMent, an NEH site that brings together top humanities websites and online lesson plans.

National Research Center for English Learning and Achievement (CELA): <http://cela.albany.edu/>. Like the CIERA site, this site contains a wealth of research on effective English Language Arts instruction. Notable among the research studies is a report on the practices of middle and high schools that “beat the odds” by doing better than expected on their state’s competency test. (<http://cela.albany.edu/eie2/index.html>).

South Dakota Council of Teachers of English (SDCTE): <http://www.sdcte.dsu.edu>. The purpose of this organization is to increase the effectiveness of English teaching throughout the state, to foster friendly relationships among its members, to act as a clearinghouse in circulating information of value, and to keep teachers posted as to the latest educational movements and findings.

South Dakota EdWeb: www.SDEdWeb.com.

Educators

The Educator section is designed to provide links to services and resources for both instructors and administrators. A key element of this section is the guide to quality instructional resources, lesson plans, and online activities focusing on the knowledge and skills that the state as a whole wants students to master. All instructional links have been correlated to the South Dakota core content standards.

Students

The Student section is designed to provide a safe online learning environment with access to learning activities and homework help to assist K-12 students succeed in their studies. The site is built on two types of searches, one that will allow students to search for information based on subject area and/or grade level, and another that allows students to search the site based on their own keyword entries.

Parents

The Parent section is designed to index websites that promote best practices and support parents within all areas of child rearing. For parents who are involved, committed, and responsive to family needs, the SD EdWeb provides practical guidance to affect children’s education and overall development.

JOURNALS

Booklist The digital counterpart of the American Library Association’s *Booklist* magazine, offering reviews of the latest books and electronic media. Provides a searchable engine as well (<http://www.ala.org/booklist>).

Book Links: Connecting Books, Libraries, and Classrooms

The bimonthly *Booklinks* magazine reviews children’s books that have been grouped into thematic areas. *Booklist* magazine reviews books, electronic media, and reference works for both adults and children. Both periodicals are published by the American Library Association, 50 E. Huron Street, Chicago, IL 60611 (<http://www.ala.org/booklinks>).

Bulletin of the Center for Children’s Books

This journal provides critical annotations, indications of grade level/age, and reviews of children’s literature. It is published by Graduate School of Library and Information Science, University of Illinois and University of Illinois Press, 1325 South Oak, Chicago IL, 61820 (<http://alexia.lis.uiuc.edu/puboff/bccb/>).

The Horn Book Magazine

This magazine reviews books written for children and publishes articles about literature for children. It is published by The Horn Book, Incorporated, 11 Beacon Street, Suite 1000, Boston MA 02108 (<http://www.hbook.com/>).

MultiCultural Review

The journal features reviews of new print and non-print resources on multicultural topics, and articles that explore current issues. Its address is 88 Post Road, PO Box 5007, Westport, CT 06881-5007 (<http://www.mcreview.com>).

School Library Journal

Both the print and the online versions review professional reading, books for children and young adults, audiovisual materials, and computer software. The address for the print version is P.O. Box 16388, North Hollywood, CA 91615-6388. The online version is at <http://www.slj.com>.

PROFESSIONAL JOURNALS THAT REVIEW LITERATURE IN EACH ISSUE

The English Journal (secondary) published by the National Council of Teachers of English.

English Teaching Forum, intended for teachers of English as a foreign or second language, is published by the United States Information Service (<http://exchanges.state.gov/forum/>).

The Journal of Adolescent and Adult Literacy published by the International Reading Association.

Language Arts (elementary) published by the National Council of Teachers of English.

The Reading Teacher (elementary) published by the International Reading Association.

Voices from the Middle published by the National Council of Teachers of English.

Note: At the time of publication, the web addresses listed were functional. If a link does not work, find the organization in question by using a search engine such as www.google.com, or www.northernlights.com.

BOOKS

Offered at DECA sponsored clinics or at Reading Clinics:

Teaching Reading in the Content Areas by Bill Meyer, Rachel and Mary Lee Barton. It is available from ASCD.

Put Reading First Partnership for Reading, a collaborative effort of the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education, September 2001.

OTHER BOOK RESOURCES:

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Stenhouse, 2000.

This book offers research-based methods for helping teachers move toward establishing comprehensive literacy instruction in the school or classroom.

Allington, Richard. *What Really Matters for Struggling Readers: Designing Research Based Programs*. Longman Publishing Group, 2000.

Atwell, Nancy. *In The Middle: New Understandings about Reading and Writing*. 2nd ed. Boynton/Cook, 1998.

Cunningham, Patricia J. and Dorothy P. Hall. *Making More Words*. Good Apple, 1997. Each 15-20 minute lesson invites students to explore words, letter/sound relationships, and letter patterns. Includes 10 warm-up lessons, thematic tie-ins for cross-curricular use, reproducible letter cards, and take-home sheets.

Cunningham, Patricia, and Dorothy P. Hall. *Making Words*. Good Apple, 1994. This innovative book combines phonics and spelling in 150 hands-on activities that will challenge children as they learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15-20 words, starting with short words and building to longer words.

Cunningham, Patricia. *Month by Month Phonics*. Carson-Della Rosa, 1998. Helps students become better readers and writers. Students will learn to apply reading and writing strategies, spell commonly misspelled words, and use visual cues to check word context.

Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*. Longman, 2000.

Dorn, Linda. *Apprenticeship in Literacy: Transitions Across Reading and Writing*. Stenhouse, 1998.

Dorn, Linda. *Scaffolding Young Writers: Writer's Workshop Approach*. Stenhouse, 2001.

Farstrup, Alan and S. Jay Samuel. What Research Has to Say About Reading Instruction. 3rd ed. International Reading Association, 2002.

Fletcher, Ralph and Joann Portalupi. Craft Lessons: Teaching Writing K-8. Stenhouse, 1998.

A practical text for the over-scheduled writing teacher who wants to give students fresh challenges for their writing but doesn't have time to pore over dozens of books to do so.

Fletcher, Ralph and Joann Portalupi. Writing Workshop: The Essential Guide. Heinemann, 2001.

Writing Workshop is a practical book, providing everything a teacher needs to get the writing workshop up and running. The authors explain the simple principles that underlie the writing workshop and explore the major components that make it work.

Fountas, Irene and Gay Su Pinnell. Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy. Heinemann, 2001. This three-block framework is a conceptual tool for organizing instruction. Throughout the book are guidelines for arranging schedules and integrating the curriculum components of the framework. The framework is flexible, allowing numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

Ganske, Kathy. Word Journeys. Guilford Press, 2000. This book presents a highly practical approach to assessing children's spelling and word knowledge abilities, and offering effective, appropriate instruction.

Harvey, Stephanie and Ann Goudvis. Strategies That Work. Stenhouse, 2000. Teaching comprehension to enhance understanding. The authors make complicated theories of comprehension accessible to teachers. Their focus is showing what reading is for, along with the strategies of how to make connections between texts, lives, learning to read fiction, nonfiction, and all the genres.

Hoyt, Linda. Make It Real: Strategies for Success with Informational Texts. Heinemann, 2002.

Hoyt, Linda. Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension. Heinemann, 1998.

Provides a detailed look at why to respond to text, when to respond to text, and how readers might be invited to respond in authentic ways. All of the strategies are classroom tested, and the blackline masters offer powerful incentives for creative interactions.

Hoyt, Linda. Snapshots: Literacy Mini Lessons Upclose. Heinemann, 2000. Mini lessons provide strategic, focused instruction that children can put to immediate use.

Keene, Ellin Oliver and Susan Zimmerman. Mosaic of Thought. Heinemann, 1997. Mosaic proposes a new instructional paradigm focused on in-depth, explicit instruction in the strategies used by proficient readers. The authors take us beyond the traditional classroom into the literature based, workshop-oriented classrooms.

Lane, Barry. After the End: Teaching and Learning Creative Revision. Heinemann, 1993.

Marzano, Robert, Debra Pickering, and Jane Pollock. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

McCarrier, Andrea, Irene C. Fountas, and Gay Su Pinnell. Interactive Writing: How Language and Literacy Come Together, K-2. Heinemann, 1999. Focuses on the early phases of writing and has special relevance to preK-2 teachers. The authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers.

Miller, Debbie. Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse, 2002. This book focuses on how best to teach strategies for comprehending text.

Parks, Brenda. Read It Again: Revisiting Shared Reading. Stenhouse, 2000.

Pinnell, Gay Su and Irene Fountas. Leveled Books for Readers, Grades 3-6: A Companion Volume to Guiding Readers and Writers. Heinemann, 2002.

Pinnell, Gay Su and Irene Fountas. Matching Books to Readers: Using Leveled Books in Guided Reading, K-3. Heinemann, 1999. This book provides comprehensive leveled reading lists.

Portalupi, Joann and Ralph Fletcher. Non-Fiction Craft Lessons: Teaching Information Writing K-8. Stenhouse, 2001.

Ray, Katie Wood. The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts). National Council of Teachers of English, 2001.

Rief, Linda. Seeking Diversity: Language Arts With Adolescents. Heinemann, 1992.

Robb, Laura. Teaching Reading in the Middle School. Scholastic, 2000.

Routman, Regie. Reading Essentials: The Specifics You Need to Teach Reading Well. Heinemann, 2003.

Strickland, Dorothy S. Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6. Stenhouse, 2002.

Taberski, Sharon. On Solid Ground: Strategies for Teaching K-3. Heinemann, 2000.

Tovani, Cris and Ellin Keene. I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse, 2000.

Weaver, Constance. Teaching Grammar in Context. Boynton/Cook, 1996.

APPENDIX B

Suggested Authors, Illustrators, and Works Reflecting Our Common Literary and Cultural Heritage

The suggestions in this list constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers or public speeches, in this country or elsewhere.

Grades PreK-2

For reading, listening and viewing:

Mother Goose nursery rhymes	Aesop's fables
Rudyard Kipling's <i>Just So Stories</i>	Selected Grimm and Hans Christian Andersen fairy tales

Picture book authors and illustrators

Edward Ardizzone	Ludwig Bemelmans
Margaret Wise Brown	John Burningham
Virginia Lee Burton	Randolph Caldecott
Edgar Parin and Ingri D'Aulaire	Wanda Gag
Theodore Geisel (Dr. Seuss)	Kate Greenaway
Shirley Hughes	Crockett Johnson
Ruth Kraus	Robert Lawson
Munro Leaf	Robert McCloskey
A.A. Milne	William Pene du Bois
Beatrix Potter	Maurice Sendak
Alice and Martin Provensen	Vera Williams
H.A. and Margaret Rey	Leo Lionni
Eric Carle	Marc Brown
Cynthia Rylant	Barbara Park
Bill Peat	Tomie de Paola
Steven Kellogg	Gail Gibbons
Marcus Pfister	Lee Bennett Hopkins
James Stevenson	Jack Prelutsky
Norman Bridwell	Arnold Lobel
Jan Brett	Shel Silverstein

Grades 5-8

In addition to the PreK-4 Selections

Traditional literature:

Grimm's fairy tales	French fairy tales	Aesop's fables
Tales by Hans Christian Andersen and Rudyard Kipling		
Greek, Roman or Norse myths		
Myths and legends of indigenous peoples of North America		
American folktales, myths, and legends		
Asian and African folktales and legends		
Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon		

American authors or illustrators:

Louisa May Alcott	Jean George	Howard Pyle
Lloyd Alexander	Virginia Hamilton	Ellen Raskin
Natalie Babbitt	Bret Harte	Marjorie Kinnan Rawlings
L. Frank Baum	Washington Irving	Elizabeth Speare
Nathaniel Benchley	Jack London	Booth Tarkington
Carol Ryrie Brink	L. M. Montgomery (Canadian)	James Thurber
Elizabeth Coatsworth	Sterling North	Mark Twain
Esther Forbes	Scott O'Dell	E.B. White
Paula Fox	Edgar Allan Poe	Laura Ingalls Wilder

British and European authors or illustrators:

James Barrie	Leon Garfield	Anna Sewell
Lucy Boston	Kenneth Grahame	William Shakespeare
Frances Burnett	C.S. Lewis	Johanna Spyri
Lewis Carroll	George MacDonald	Robert Louis Stevenson
Carlo Collodi	Edith Nesbit	Jonathan Swift
Daniel Defoe	Mary Norton	J.R.R. Tolkien
Charles Dickens	Philippa Pearce	T.W. White
Arthur Conan Doyle	Arthur Rackham	

Poets:

Stephen Vincent Benet	Rachel Field	Henry Wadsworth Longfellow
Rosemarie Carr Benet	Robert Frost	David McCord
Lewis Carroll	Langston Hughes	Ogden Nash
John Ciardi	Edward Lear	

Grades 9-12

In addition to the 5-8 Selections:

Traditional and Classical literature:

A higher level rereading of Greek mythology

Substantial selections from epic poetry: Homer's *Odyssey* and *Iliad*; Virgil's *Aeneid*

Classical Greek drama (Aeschylus, Sophocles, Euripides)

Religious Literature:

Bible – New Testament/Old Testament

Koran

Analects of Confucius

Buddhist scripture

Tao Te Ching

Book of the Hopi

Zen parables

Bhagavad-Gita

Book of Mormon

Native American Literature

The Sacred Tree

Lily

Black Elk Speaks

Land of the Spotted Eagle

Note: The religious literature listed above does not assume to be a complete list of all religions or religious literature. Other suggested religious writing is welcome. The books offered here are only suggested readings and should not be construed to suggest promotion of any religious teachings.

American literature:

Abraham Lincoln's Gettysburg address

Martin Luther King Jr.'s "Letter from Birmingham City Jail" or his "I Have a Dream" speech

John F. Kennedy's inaugural speech

William Faulkner's Nobel Prize Lecture

Important Writers of the 18th and 19th Centuries:

James Fenimore Cooper

Stephen Crane

Emily Dickinson

Frederick Douglass

Ralph Waldo Emerson

Benjamin Franklin

Nathaniel Hawthorne

Henry James

Thomas Jefferson

Herman Melville

Edgar Allan Poe

Henry David Thoreau

Mark Twain

Phillis Wheatley

Walt Whitman

Important Writers of the First Half of the 20th Century:

Henry Adams

James Baldwin

Arna Bontemps

Willa Cather

Kate Chopin

Countee Cullen

Ralph Ellison

William Faulkner

Jessie Fauset

F. Scott Fitzgerald

Charlotte Gilman

Ernest Hemingway

O. Henry

Langston Hughes

Zora Neale Hurston

Sarah Orne Jewett

James Weldon Johnson

Flannery O'Connor

Gertrude Stein

John Steinbeck

James Thurber

Jean Toomer

Booker T. Washington

Edith Wharton

Richard Wright

Playwrights:

Lorraine Hansberry

Lillian Hellman

Arthur Miller

Eugene O'Neill

Thornton Wilder

Tennessee Williams

August Wilson

Poets:

Elizabeth Bishop	Edgar Lee Masters	Theodore Roethke
e.e. cummings	Edna St. Vincent Millay	Wallace Stevens
Robert Frost	Marianne Moore	Alan Tate
T.S. Eliot	Sylvia Plath	Sara Teasdale
Robinson Jeffers	Ezra Pound	William Carlos Williams
Amy Lowell	John Crowe Ransom	
Robert Lowell	Edward Arlington Robinson	

Immigrant Experience:

Works about the European, South and East Asian, Caribbean, Central American, and South American immigrant experiences, (Ole Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives (Harriet Jacobs).

British and European Literature:**Poetry:**

Selections from Chaucer's *Canterbury Tales*

Epic poetry: Dante and John Milton

Sonnets: William Shakespeare, John Milton, Edmund Spenser

Metaphysical poetry: John Donne, George Herbert, Andrew Marvel

Romantic poets: William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth

Victorian poetry: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson

Twentieth Century: W. H. Auden, A.E. Housman, Dylan Thomas, William Butler Yeats

Drama:

William Shakespeare

Anton Chekhov

Oscar Wilde

Henrik Ibsen

George Bernard Shaw

Essays: (British)

Joseph Addison

Sir Francis Bacon

Samuel Johnson in "The Rambler"

Charles Lamb

George Orwell

Leonard Woolf

Essays: (Enlightenment)

Voltaire

Diderot and other Encyclopedistes

Jean Jacques Rousseau

Fiction:

Selections from an early novel:

Miguel de Cervantes' *Don Quixote*

Henry Fielding's *Joseph Andrews*

Oliver Goldsmith's *The Vicar of Wakefield*

Selections from John Bunyan's allegory, *Pilgrim's Progress*

Satire, or mock epic, verse or prose: Lord Byron, Alexander Pope, Jonathan Swift

19th century novels:

Jane Austen
Charles Dickens
Thomas Hardy
Leo Tolstoy

Emily Bronte
Fyodor Dostoyevsky
Victor Hugo

Joseph Conrad
George Eliot
Mary Shelley

20th Century novels:

Albert Camus
Franz Kafka
Virginia Wolfe

Andre Gide
D. H. Lawrence

James Joyce
Jean Paul Sartre

Modified from Selected Annotated Resources provided by the Massachusetts Department of Education, Massachusetts English Language Arts Curriculum Framework, June 2001.

Contemporary Literature of the United States

(Note: The list below of PreK-8 includes writers and illustrators from other countries whose works are available in the United States.)

Grades PreK-2:

Aliki (information: science and history)

Mitsumasa Anno (multi-genre)

Edward Ardizzone (multi-genre)

Molly Bang (multi-genre)

Paulette Bourgeois (multi-genre)

Jan Brett (fiction; animals)

Norman Bridwell (fiction: *Clifford*)

Raymond Briggs (fiction)

Marc Brown (fiction: *Arthur*)

Marcia Brown (multi-genre)

Margaret Wise Brown (multi-genre)

Eve Bunting (multi-genre)

Ashley Bryan (folk tales, poetry: Africa)

Eric Carle (fiction)

Lucille Clifton (poetry)

Joanna Cole (informational)

Barbara Cooney (multi-genre)

Joy Cowley (multi-genre)

Donald Crews (multi-genre)

Tomie dePaola (multi-genre)

Leo and Diane Dillon (illus: multi-genre)

Tom Feelings (illus: multi-genre)

Mem Fox (fiction)

Don Freeman (fiction: *Corduroy*)

Gail Gibbons (informational: science and history)

Eloise Greenfield (multi-genre)

Helen Griffith (fiction)

Donald Hall (multi-genre)

Russell and Lillian Hoban (fiction: *Frances*)

Tana Hoban (informational)

Thacher Hurd (fiction)

Gloria Huston (fictionalized information)

Trina Schart Hyman (illus: multi-genre)

Ezra Jack Keats (fiction)

Steven Kellogg (fiction)

Reeve Lindberg (multi-genre)

Leo Leonni (fiction: animal)

Arnold Lobel (fiction: animal)

Gerald McDermott (folktales)

Patricia McKissack (informational)

James Marshall (fiction: *Fox*)

Bill Martin (fiction)

Mercer Mayer (fiction: *Little Critter*)

David McPhail (fiction: *Bear*)

Else Holmelund Minarik (fiction: *Little Bear*)

Robert Munsch (fiction)

Jerry Pinkney (informational: Africa)

Patricia Polacco (fiction: multi-ethnic)

Jack Prelutsky (poetry)

Faith Ringgold (fiction)

Glen Rounds (fiction: west)

Cynthia Rylant (poetry, fiction)

Allen Say (multi-genre)

Marcia Sewall (fiction: informational: colonial America)

Marjorie Sharmat (fiction: *Nate, Duz*)

Peter Spier (informational: history)

William Steig (fiction)

John Steptoe (fiction)

Tomi Ungerer (fiction)

Chris Van Allsburg (fiction)

Jean van Leeuwen (fiction: *Amanda Pig, others*)

Judith Viorst (fiction: *Alexander, others*)

Rosemary Wells (fiction: *Max, others*)

Vera Williams (fiction: realistic)

Ed Young (folktales)

Margot and Harve Zemach (fiction, folktales)

Charlotte Zolotow (fiction)

Grades 3-4

In addition to the PreK-2 selections:

Joan Aiken (fiction: adventure/fantasy)	Marguerite Henry (fiction: horse stories)
Lynne Reid Banks (fiction: adventure/fantasy)	Johanna Hurwitz (multi-genre)
Raymond Bial (informational: photo-essays)	Peg Kehret (multi-genre)
Judy Blume (fiction: realistic)	Jane Langton (fiction: mystery)
Eve Bunting (multi-genre)	Kathryn Lasky (multi-genre)
Joseph Bruchac (fiction: historical)	Jacob Lawrence (illustrator)
Ashley Bryan (folktales: poetry)	Patricia Lauber (informational: science: social studies)
Betsy Byars (fiction: realistic)	Julius Lester (multi-genre)
Ann Cameron (folktales)	Gail Levine (fiction: fantasy: realistic)
Andrew Clements (fiction: realistic)	David Macaulay (informational: social studies and science)
Shirley Climo (folktales)	Patricia MacLachlan (fiction: historical)
Eleanor Coerr (fiction: historical)	Mary Mahy (fiction)
Paula Danziger (fiction: realistic)	Barry Moser (illustrator)
Walter Farley (fiction: horses)	Patricia Polacco (fiction: multi-ethnic)
John Fitzgerald (fiction: Great Britain)	Daniel Pinkwater (fiction: humorous)
Louise Fitzhugh (fiction: realistic)	Jack Prelutsky (poetry)
Paul Fleischman (fiction: realistic)	Louis Sachar (fiction: humorous)
Sid Fleischman (fiction: humorous)	Alvin Schwartz (short stories: suspense)
Mem Fox (fiction)	John Scieszka (fiction: humorous: adventure)
Jean Fritz (fiction: historical: nonfiction: Autobiography)	Shel Silverstein (poetry)
John Reynolds Gardiner (fiction: realistic)	Seymour Simon (informational: science)
James Giblin (nonfiction: biography: history)	Mildred Taylor (fiction: historical)
Patricia Reilly Giff (fiction: realistic historical)	Ann Warren Turner (fiction: historical)
Jamie Gilson (fiction: realistic)	Mildred Pitts Walter (multi-genre)
Paul Goble (folktales)	

Grades 5-8

In addition to the PreK-4 selections:

Isaac Asimov (science fiction)	M.E. Kerr (fiction: realistic)
Avi (multi-genre)	E.L. Konigsburg (fiction: realistic)
James Berry (fiction)	Kathryn Lasky (multi-genre)
Nancy Bond (fiction: fantasy)	Madeleine L'Engle (fiction: fantasy)
Ray Bradbury (science fiction)	Ursula LeGuin (fiction: fantasy)
Bruce Brooks (fiction)	Robert Lipsyte (fiction: realistic)
Joseph Bruchac (fiction: historical)	Lois Lowry (fiction)
Alice Childress (fiction: realistic)	Anne McCaffrey (fiction: fantasy)
Vera and Bill Cleaver (fiction)	Robin McKinley (fiction: fantasy)
James and Christopher Collier (fiction: historical)	Patricia McKissack (informational: history)
Caroline Coman (fiction: realistic)	Margaret Mahy (fiction: realistic)
Susan Cooper (fiction: fantasy)	Albert Marrin (biography)
Robert Cormier (fiction)	Milton Meltzer (informational: history: biography)
Bruce Coville (fiction: fantasy)	Jim Murphy (informational: history)
Sharon Creech (fiction: realistic)	Phyllis Reynolds Naylor (fiction: realistic)
Chris Crutcher (fiction)	Naomi Nye (poetry: fiction)
Christopher Paul Curtis (fiction: historical)	Richard Peck (poetry: fiction)
Karen Cushman (fiction: historical)	Daniel Pinkwater (fiction: humorous)
Michael Dorris (fiction)	Philip Pullman (fiction: fantasy)
Paul Fleischman (poetry: fiction)	Ellen Raskin (fiction: mystery)
Russell Freedman (biography)	J.K. Rowling (fiction: fantasy)
Jack Gantos (fiction: humorous)	Cynthia Rylant (short stories: poetry)
Sheila Gordon (fiction: Africa)	Louis Sachar (fiction: humorous: realistic)
Bette Greene (fiction)	Isaac Bashevis Singer (fiction: historical)
Rosa Guy (fiction: realistic)	Gary Soto (fiction)
Mary Downing Hahn (fiction)	Mildred Taylor (historical fiction)
Joyce Hansen (fiction)	Theodore Taylor (fiction: historical)
James Herriot (informational: animals)	Yoshiko Uchida (fiction: historical: nonfiction)
Karen Hesse (fiction: historical: fanciful)	Cynthia Voigt (fiction: realistic: fantasy)
S.E. Hinton (fiction: realistic)	Yoko Kawashima Watkins (fiction: historical)
Felice Holman (fiction: historical: realistic)	Janet Wong (poetry)
Irene Hunt (fiction: historical: realistic)	Laurence Yep (fiction)
Paul Janeczko (poetry)	Jane Yolen (fiction: fantasy)
Angela Johnson (fiction)	Paul Zindel (fiction: realistic)
Diana Wynne Jones (fiction: fantasy)	
Norton Juster (fiction: fantasy)	

Teachers are also encouraged to select books from the following awards, past or present:

The Newberry Medal
The Caldecott Medal

ALA Notable Books
The Boston Globe-Horn Book Awards

Grades 9-12 Contemporary American Literature

Fiction:

James Agee	Jamaica Kincaid	Jane Smiley
Sholom Aleichem	Maxine Hong Kingston	Betty Smith
Maya Angelou	Jon Karkauer	Cynthia Leitich Smith
Saul Bellow	Harper Lee	Virginia Driving Hawk Sneve
Judy Blume	Bernard Malamud	Carol Snyder
Joseph Bruchac	Carson McCullers	Gary Soto
Pearl Buck	Toni Morrison	Wallace Stegner
Raymond Carver	Kent Myers	Amy Tan
John Cheever	Keiko Narahashi	Mildred Taylor
Sandra Cisneros	Kathleen Norris	Joyce Carol Thomas
Arthur C. Clarke	Naomi Shihab Nye	Anne Tyler
Floyd Cooper	Joyce Carol Oates	Yoshiko Uchida
Linda Crew	Dan O'Brien	John Updike
E.L. Doctorow	Tim O'Brien	Kurt Vonnegut, Jr.
Black Elk	Edwin O'Connor	Alice Walker
Louise Erdrich	Cynthia Ozick	Robert Penn Warren
Nicholas Gage	Mitali Perkins	Eudora Welty
Ernest K. Gaines	Patricia Polacco	Thomas Wolfe
Sherry Garland	Chaim Potok	Tobias Wolff
Alex Haley	Reynolds Price	Chuck Woodward
Linda Hasselstrom	Annie Proulx	Paul Yee
Joseph Heller	J.D. Salinger	Anzia Yezierska
Yumi Heo	William Saroyan	
Paul Higbee	May Sarton	
William Hoffman	Ayn Rand	
John Irving	Faith Ringgold	
Clara Isaacso	Richard Rodriguez	
William Kennedy	Leo Rosten	
Ken Kesey	Saki	

Grades 9-12 Contemporary American Literature (continued)

Poetry:

Claribel Alegria	Richard Eberhart	Mary Tall Mountain
Julia Alvarez	Martin Espada	Sylvia Plath
A.R. Ammons	Allen Ginsberg	Anna Quindlen
Maya Angelou	Louise Gluck	Ishmael Reed
John Ashberry	John Haines	Adrenne Rich
Jimmy Santiago Baca	Donald Hall	Theodore Roethke
Amirai Baraka (LeRoi Jones)	Robert Hayden	Anne Sexton
Elizabeth Bishop	Anthony Hecht	Karl Shapiro
Robert Bly	Randall Jarrell	Gary Snyder
Louise Bogan	June Jordan	William Stafford
Arna Bontemps	Galway Kinnell	Mark Strand
Gwendolyn Brooks	Stanley Kunitz	May Swenson
Sterling Brown	Philip Levine	Margaret Walker
Hayden Carruth	Audrey Lord	Richard Wilbur
J.V. Cunningham	Amy Lowell	Charles Wright
Rita Dove	Robert Lowell	Elinor Wylie
Alan Dugan	Louis MacNeice	
	James Merrill	

Essay/Nonfiction (Contemporary and Historical)

Edward Abbey	Henry Louis Gates, Jr.	Samuel Eliot Marison
Susan B. Anthony	Doris Goodwin	Lance Morrow
Russell Baker	Stephen Jay Gould	Bill Moyers
Ambrose Bierce	John Gunther	John Muir
Carol Bly	John Hersey	Anna Quindlen
Dee Brown	Edward Hoagland	Chet Raymo
Art Buchwald	Helen Keller	Richard Rodriguez
William F. Buckley	William Least Heat Moon	Eleanor Roosevelt
Rachel Carson	Barry Lopez	Franklin D. Roosevelt
Margaret Cheney	J. Anthony Lukas	Theodore Roosevelt
Marilyn Chin	Mary McCarthy	Carl Sagan
Stanley Crouch	Edward McClanahan	William Shirer
Joan Didion	David McCullough	Shelby Steele
Annie Dillard	John McPhee	Lewis Thomas
W.E.B. DuBois	William Manchester	Cornell West
Gretel Ehrlich	H.L. Menken	Walter Muir Whitehill
Loren Eiseley	N. Scott Momaday	Malcolm X

Grades 9-12 Contemporary American Literature (continued)

Drama:

Edward Albee
Robert Bolt
Jerome Lawrence

Robert E. Lee
Archibald MacLeish
Terrence Rattigan

Ntozake Shange
Neil Simon
Orson Wells

Modified from Selected Annotated Resources provided by the Massachusetts Department of Education, Massachusetts English Language Arts Curriculum Framework, June 2001.

Bloom's Taxonomy of Thinking Skills

Category	Knowledge Information Gathering	Comprehension Confirming	Application Making Use of Knowledge	Analysis (Higher Order) Taking Apart	Synthesis (Higher Order) Putting Together	Evaluation (Higher Order) Judging the Outcome
Description The skills demonstrated at this level are those of:	<input type="checkbox"/> Observation and recall of information <input type="checkbox"/> Knowledge of dates, events, places <input type="checkbox"/> Knowledge of major ideas <input type="checkbox"/> Mastery of subject matter	<input type="checkbox"/> Understanding information <input type="checkbox"/> Grasping meaning <input type="checkbox"/> Translating knowledge into new context <input type="checkbox"/> Interpreting facts, comparing, contrasting <input type="checkbox"/> Ordering, grouping, inferring causes <input type="checkbox"/> Predicting consequences	<input type="checkbox"/> Using information <input type="checkbox"/> Using methods concepts, theories in new situations <input type="checkbox"/> Solving problems using required skills or knowledge	<input type="checkbox"/> Identification of patterns <input type="checkbox"/> Organization of parts <input type="checkbox"/> Recognition of hidden meanings <input type="checkbox"/> Identification of components	<input type="checkbox"/> Using old ideas to create new ones; <input type="checkbox"/> Generalizing from given facts; <input type="checkbox"/> Relating knowledge from several areas; <input type="checkbox"/> Predicting, drawing conclusions	<input type="checkbox"/> Comparing and discriminating between ideas <input type="checkbox"/> Assessing value of theories, presentations <input type="checkbox"/> Making choices based on reasoned argument <input type="checkbox"/> Verifying value of evidence <input type="checkbox"/> Recognizing subjectivity
What the student does	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Student translates, comprehends, or interprets information based on prior learning.	Student selects, transfers, and uses data and principles to complete a problem or task.	Student distinguishes, classifies, and relates the assumptions, hypothesis, evidence or structure of a statement or question.	Student originates, integrates, and combines ideas into a product, plan, or proposal that is new to him or her.	Student appraises, assesses, or critiques on a basis of specific standards and criteria.
Sample Trigger Words	<ul style="list-style-type: none"> collect define describe examine identify label list name quote repeat tabulate tell what when where who 	<ul style="list-style-type: none"> associate compare contrast describe differentiate discuss distinguish estimate explain extend illustrate interpret paraphrase predict summarize 	<ul style="list-style-type: none"> apply calculate change classify complete compute construct demonstrate discover examine experiment illustrate modify relate show solve use 	<ul style="list-style-type: none"> analyze arrange categorize classify compare connect contrast divide explain infer order select separate 	<ul style="list-style-type: none"> combine compose create design develop formulate generalize hypothesize integrate invent modify plan prepare rearrange rewrite substitute what if 	<ul style="list-style-type: none"> argue assess compare conclude convince critique decide discriminate explain grade judge justify measure predict rank recommend select summarize support test
Sample Task(s)	Name the food groups and at least two items of	Write a sample menu for breakfast, lunch, or dinner	Construct a questionnaire of 10 questions would you	Prepare a report about what the people in this	Create a song and dance to sell bananas.	Make a booklet about 10 important eating

	food in each group. Make an acrostic poem about healthy food.	using the food group guide.	ask shoppers in a supermarket if you were doing a survey of what food they eat.	class eat for breakfast.		habits that would be suitable for the whole school to follow in order to eat correctly.
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Example Product List: Products that can be used to demonstrate application of Thinking Skills Framework

Advertisement	Debate	Graph	Monograph
Annotated bibliography	Detailed illustration	Graphic design	Museum exhibit
Art gallery	Diary	Greeting card	Musical composition
Biography	Diorama	Illustrated story	News report
Blueprint	Display	Journal	Pamphlet
Board game	Drama	Labeled diagram	Pattern with instructions
Book cover	Dramatic monologue	Large scale drawing	Photo essay
Bulletin board	Editorial	Lecture	Picture dictionary
Card game	Essay	Letter	Poem
Chart	Experiment	Letter to the editor	Poster
Collage	Experiment log	Lesson	Reference file
Collection with illustration	Fable	Line drawing	Reference file
Collection with narrative	Fact file	Magazine article	PowerPoint presentation
Comic strip	Fairy tale	Map	Survey
Computer program	Family tree	Map with legend	Transparency/overhead
Crossword puzzle	Glossary	Mobile	Vocabulary list
			Written report